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A systemic, psychological, contextual model and analysis of planned organizational change.

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A SYSTEMIC, PSYCHOLOGICAL, CONTEXTUAL MODEL AND ANALYSIS OF PLANNED ORGANIZATIONAL CHANGE

A Dissertation Presented

by

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Education

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ABSTRACT

A SYSTEMIC, PSYCHOLOGICAL, CONTEXTUAL MODEL AND ANALYSIS OF PLANNED ORGANIZATIONAL CHANGE
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One major problem facing society today is how to make our human service organizations more responsive. Responsiveness is the ability of an organization to act according to the changing needs of its internal and external communities. This planned organizational change study in action research focuses on a particular four year effort in Claremont, New Hampshire, aimed at making a public elementary school more responsive to its internal (staff, students) and external (parents, community at large) communities.

A systemic, psychological, contextual model of how a public school functions is presented. The school is described as an open system whose main technical activity: teaching, faces a high degree of task uncertainty. Humans are described as open systems seeking to complete resource exchanges with their psychobiological environment in order to satisfy their innate needs. In the work setting a dynamic tension exists between the organization's drive to deal with its task uncertainty and the student's and staff's drive to satisfy their innate needs. The environmental and social context in which the organization (school) exists implicitly defines the expected resolution

of the task-student-staff need dilemma. The predominant parenting mode of the larger community is indicative of the expected resolution. A school that resolves the task-student-staff need dilemma by fully recognizing and addressing the varied needs of students and staff, and defining the organizational task accordingly, is characterized as an 'organic school'. A school that resolves the task-student-teacher need dilemma by minimally addressing the needs of the students and staff, and defining the organizational task accordingly, is characterized as a 'mechanistic school'.

Planned organizational change in a public school system is an effort to make the school more organic and less mechanistic. In bringing about planned organizational change it is important that the means by which the change is effected is congruent with, and reflects, the goals of the change effort.

The developed model of planned organizational change is used to analyze two case histories and an experimental study. The analysis of Case History I reviews the important sequential steps taken in order to create an alternative school in Claremont. It also highlights that the means by which the change was brought about reflected the goals of the project. Where this failed to happen it eventually led to a crisis situation. In the second Case History a crisis situation is analyzed. The roots of the crisis and its resolution are described as a result of the psychological characteristics of the key actors and the history of the project. The final analysis is of an experimental study that compares the alternative elementary school to a similar non-

treatment school within the same community. The conclusion is that the alternative school is more organic and less mechanistic than the non-treatment school. This study presents planned organizational change in a manner that reflects the functional relationships of the organization and the sequential and reflective nature of the change process.

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CHAPTER I

INTRODUCTION

The Problem

One major problem facing society today is how to make our human service organizations more responsive. Responsiveness is the ability of an organization to act according to the changing needs of its internal and external communities. The internal community of a human service organization is composed of two major groups: 1) the staff are the people who offer, coordinate, and maintain the organization's services, 2) the participants are the people who participate directly in the organization's services. The external community of a human service organization is also composed of two major groups: 1) the indirect participants are those people or organizations that indirectly participate in and/or benefit from the organization's services (i.e., parents of children attending public school); 2) the supporters are those people or organizations whose support is needed in order for the organization to survive (i.e., voters). There is a growing awareness within the society of the inability of human service organizations to respond to the needs of their internal and external communities. This is a problem concerning the ability of human service organizations to keep up with the rapid rate of social and technical change taking place in our society today. In order to respond to the rapidly changing

world human service organizations need to be able to bring about planned organizational change. This study in action research focuses on one particular effort in planned organizational change that was aimed at making a public elementary school more responsive to its internal (staff, students) and external (parents, community at large) communities.

The history of planned change in public education goes back 80 years to the days of John Dewey. During this time educational reform established a long track record with few successes and many failures (Cremin, 1961). The accomplishments of 80 years of educational reform are questionable. The critical attack John Dewey made in 1899 in the essays on The School and Society is strikingly similar to Charles Silberman's (1970) more recent criticism of our schools--Crisis in the Classroom. There are two themes that are common to both Dewey and Silberman, and the history of educational reform. The first is the need to make our schools more child centered. The second is the belief that the school is a lever for social change within our society (Cremin, 1976). Both of these themes are related to the problem of making our schools more responsive. Yet these themes as stated do not completely address the complexity of the problem as it is encountered today.

The need to make schools more child centered has been a theme of many reformers over the years. The need to make human service organizations more client centered is a general theme that is pervasive throughout the history of reform of human service organizations (Levine and Levine, 1970; Hansenfeld and English, 1975). How a school responds

to its internal community is often dichotomized. The school is described as being either child centered or teacher centered. The assumption often made is that if the school is not adapting to meet the needs of the students then it must be operating in a way which meets the needs of the staff. Another possibility that seems likely is that the school is meeting neither the needs of the students or the staff. Silberman (1970), Sarason (1971), and Jencks (1972) all agree that our most pressing problem is not how to increase the efficiency of our schools; it is how to create and maintain schools that promote the fulfilling of the human needs of the total internal community--students and staff.

> . . . we think it wiser to evaluate schools in terms of their immediate effects on teachers and students, which appear much more variable. Some schools are dull, depressing, even terrifying places, while others are lively, comfortable, and reassuring. If we think of school life as an end in itself rather than a means to some other end, such differences are enormously important. Eliminating these differences will not do much to make adults more equal, but it would do a great deal to make the quality of children's (and teachers') lives more equal (Jencks, 1972, p. 256).

The main theme that this study pursues is that planned organizational change needs to address the needs of the total internal community; schools need to be responsive to the needs of both the students and the staff.

Viewing educational reform as a lever for social change is a highly questionable perception (Levin, 1974). Three major research studies[1] performed in the United States and England over the past

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[1]The English "Plowden Report", see Children and Their Primary School, London: Her Majesty's Stationery Office, 1967; the "Coleman Report", see Equality and Educational Opportunity, Washington, D.C., U.S. Government Printing Office, 1966; the "Jencks Study", see Inequality, New York, Basic Books, 1972.

fifteen years all came to the same conclusion:

> None of the evidence we have reviewed suggest that school reform can be expected to bring about significant social change outside the schools. More specifically, the evidence suggest that equalizing educational opportunity would do very little to make adults more equal. . . (Jencks, 1972, p. 255).

It is clear that the public schools are not the harbingers of social change for the society that Dewey had hoped they might be. Even so the impact schools have on millions of people cannot be overlooked. The task facing schools is not how to change the society but how to keep up with it. Schools like other organizations fit Terreberry's (1968) hypothesis that "organizational change is largely externally induced" (p. 607). The changing nature of the society manifests itself in the changing needs of its people. The impetus for schools to change comes from the changing needs of the people who make up the schools internal and external communities. The second theme that this study pursues is that in order for schools to keep up with the changing nature of the society they need to learn to be responsive to their internal and external communities; schools need to be responsive to the needs of staff, students, their parents, and the community at large.

The Purpose of the Study

This study in planned organizational change focuses on the creation and maintenance of a public 'alternative' elementary school within the Claremont (N.H.) Public School System. The purpose of this study is to 1) describe, 2) evaluate, and 3) analyze a planned organizational change effort aimed at making a public elementary school more responsive to the needs of students, their parents, the staff and

the community at large.

The Significance of the Study

This dissertation is significant for it adds to our knowledge of planned organizational change in three main areas:

1) Theory. There is a general need to know how to make our human service organizations more responsive.

> . . . men need to understand not only how to change the attitudes of individuals in desirable directions but also how to create social institutions which guarantee valued actions to meet society's indispensable needs (Perlmutter, 1965, p. 13).

2) Action. Theories in organizational change need to be grounded in theory, action, and research (Lewin, 1947). Out of this basic position has developed a general mode of social intervention called 'action research' (Ivey and Nuttall, 1976). This dissertation adds to the general pool of knowledge of organizational change intervention techniques as applied to schools.

3) Research. There is an absence of research studies that focus on the process of total organizational change of a school (Miles, 1969; Sarason, 1971). One of the more documented approaches to changing schools is the Organizational Development approach (Schmuck and Miles, 1971; Schmuck and Runkel, 1972). Studies using this approach are often limited to making the working relationships of one or two key group of actors more collaborative. This approach is limited in that it seldom deals with the total internal and external community of the school system. It also is built on a client consultant relationship. This relationship often lacks the contextual history that leads to the

organization's readiness to change.

> . . . we still need to know much more about the conditions of readiness, methods of sequencing changes, methods of using consultative help, and methods of assessing developmental progress and structural outcomes (Schmuck, Murray, Smith, Schwartz, and Runkel, 1975, p. 372).

What is needed are case studies that will help develop theories and models of planned organizational change that are responsive to the contingencies of the specific school's internal and external communities.

> The Case Study section will be more useful in this respect, to the extent that it includes cases that are more thorough in describing the diagnosis and contextual conditions as well as the intervention and processes, thus providing a basis for judging transferability (Walton, 1972, p. 78).

This dissertation adds to the limited pool of case studies in planned organizational change in schools. This research is unique in that it deals with the creation, maintenance, and evaluation of a four year organizational change project.

Outline of the Study

This study is comprised of five chapters.

Chapter I gives a rationale and overview of the study. The key purpose of this study is to 1) describe, 2) evaluate, and 3)analyze a planned organizational change effort aimed at making a public elementary school more responsive to the needs of students, their parents, the staff and the community at large.

Chapter II develops a theory of planned organizational change that is directly related to the public school system. This chapter on the the theory of planned organizational change draws from three major perspectives. The first perspective is that a school is seen as an

organization with the characteristics of an open system. The second perspective is that a school is made up of individuals and groups who also act as open systems. The third perspective is that a school, as an organization, and its actors exist within an environmental and historical context. Also included in this model of planned organizational change is an extensive discussion of the target change dimensions and the change process.

Chapter III presents a description of the planned organizational change effort that took place in the Claremont Public School System. This chapter covers two main subjects:

1. A method of collecting data to describe a planned organizational change effort, and
2. Data specific to this research design in planned organizational change.

The data relevant to the Claremont study is presented here in two different formats. First, two case histories are presented in detail. The first case history is a description of how the Alternative School got started from the perspective of the director. The second case history is a description of how the director/principal and staff worked with a major crisis during the Alternative School's first year. Second, the hypotheses, instruments, methodology, and data from the experimental design are presented. The experimental design compares school A (Alternative School) to a similar non-treatment school B within the same school system in order to evaluate the impact of the intervention.

Chapter IV uses the theory of planned organizational change developed in Chapter II to analyze the data presented in Chapter III. There are three sections in this chapter that parallel the data presented in Chapter III. The first section is the Analysis of Case History I: Creating an Alternative School (p. 268). The second section is the Analysis of Case History II: Working with Crisis (p. 303). The third section is the Analysis of the Experimental Data (p. 317). The author ends Chapter IV with a section that summarizes the major conclusions from the analysis of the research data.

Chapter V is a refined version of the planned organizational change model initially developed in Chapter II. The model focuses on the systemic, psychological, and contextual aspects of planned organizational change as it specifically relates to the public school. It also addresses how to bring about planned organizational change in its discussion of 1) strategy, 2) direction, and 3) process.

To the Reader

There are numerous ways to read this study that make sense other than front to back. This is an extremely lengthy and involved study. The study was written to reflect the complexity and intricacy of planned organizational change. The lengthyness of this study is most evident in Chapter III where the detailed Case Histories and the Experimental data is presented. This data was intentionally included in the heart of this study for the future researcher who may wish to analyze this data in some alternative manner. I suggest that

the reader with less interest skim this data and go right to Chapter IV. Chapter V also presents an abbreviated version of Chapter II. What I suggest is that the serious reader read from front to back and the less serious reader from back to front.

CHAPTER II

A THEORY AND MODEL OF PLANNED ORGANIZATIONAL CHANGE AND THE PUBLIC SCHOOL

I. INTRODUCTION

This chapter develops a theory of planned organizational change that is directly related to the public school system. This chapter on the theory of planned organizational change draws from three major perspectives. The first perspective is that a school is seen as an organization with the characteristics of an open system. The second perspective is that a school is made up of individuals and groups who also act as open systems. The third perspective is that a school, as an organization, and its actors exist within an environmental and historical context. The theory of planned organizational change that is developed draws on each of these three perspectives. In order to develop this theory seven interrelated topics are discussed in detail:

1. Systems Theory. This section develops open systems theory as the theoretical foundation of this chapter. More specifically systems theory is used to develop a language with which to discuss organizations and how they operate. This language is important for it is used throughout this study.

2. The School as a System. In this section the school as an organizational unit is described in detail. The school is described as an organization whose main technical activity: teaching, faces a high degree of task uncertainty. Task uncertainty is used as common variable throughout this section. Various ways of dealing with task uncertainty by the different functional levels of the school are described.

3. Human Behavior. This section develops a system theory of human behavior. Humans are described as open systems seeking to complete resource exchanges with their psychobiological environment in order to satisfy their various innate needs. Up until this point the organization has been discussed from a general systemic level. This section lays the foundation for approaching the organization from the perspective of the individual actor.

4. Organizational Behavior. This section develops a theory of how individuals and groups act in organizations. A key dynamic that is present in this section is the tension that exists between the organization's need to deal with its task uncertainty and the individual's need to satisfy his or her innate needs. Various job fit conditions are described and related to job satisfaction. Job fit and group culture are used to describe the conditions in which teachers report job satisfaction.

5. Public Education: The Student and Society. This section describes the context in which public schools exist today. Previous to this the school as an organizational unit and teachers as its

actors have been discussed in detail. This previous discussion is now tied to the history of public education and the role it plays in society today. The underlying theme is that the school is an extension of the family. The school's attitude towards its students appears to directly reflect the childrearing mode of the school's external community. This in turn effects the level of task uncertainty at which teachers are expected to work. The pupil control ideology of teachers is described as being analogous to different parenting modes. The organizational climate of the school is related to the pupil control ideology of its staff.

6. Planned Organizational Change. This section develops a theory and description of planned organizational change as it relates to the public school. The various aspects of the change process and the steps necessary to initiate the planned change are discussed in detail. A mechanistic and organic school are both described in detail. The theories developed in the preceding sections of this chapter are used to describe the dimensions of each of these two types of schools. Planned organizational change is viewed as an effort to make a school less mechanistic and more organic.

7. Summary. This section combines the six preceding sections into a summary discussion of planned organizational change. A diagram showing how the systemic, psychological, and contextual aspects of the organization interact is presented. Building on this presentation, the author then addresses three important aspects of planned organizational change: 1) strategy, 2) direction, and 3) process.

In Chapter IV this theory is used to help analyze the case study and research data.

II. SYSTEMS THEORY

General Systems Theory

Emery (1969) suggested that systems theory has arisen from two primary sources: 1) the study of complex engineering systems, i.e., operations research, and cost benefit analysis, and 2) the study of biological organisms, i.e., from the cell to the social system. While much of the current literature on organizational functioning has focused on the use of engineering techniques to help solve complex multi-variable problems, this is not the area of systems theory that lends itself to 'modern organization theory' (Rogers, 1973). The more applicable second approach is best exemplified by the initial works of Bertalanffy (1962, 1968), Boulding (1953, 1956a, 1956b), and James Miller (1965, 1971a, 1971b). The general systems approach as pioneered by Bertalanffy defined systems as "sets of elements standing in interaction" (1968, p. 38). If the nature of the interaction of the elements of the system is entirely internal, within the boundaries of the system, the system is defined as closed. If the nature of the interaction of the elements of the system is both within and across (internal and external) the boundaries of the system then the system is defined as open. Most classical and human relations theories of organizations tended to be based solely on the internal interactions of the organization's elements--structure and people (Lichtman and Hunt, 1971). In essence these theories analyzed organizations as if they were a closed system. More recently 'open systems theory' has been recognized as being able to more clearly

define the nature of organizations (Katz and Kahn, 1966).

Open Systems Theory

'Open systems theory' is a direct outgrowth of 'general systems theory'. It is important to recognize that systems theory is not truly a theory in the rigorous sense. Open systems theory does not provide a cause and effect rationality for organizations. It does provide a conceptual language and approach for understanding and describing organizations and how they work (Katz and Kahn, 1966, p. 452). Katz and Kahn (1966) describe nine characteristics that seem to define all open systems:

1. Importation of energy. Open systems import some form of energy from the external environment. Social organizations must draw some renewed supplies of energy from other institutions, or people, or the material environnent. No social structure is self-sufficient.
2. The throughput. Open systems transform the energy (input) available to them. In other words, open systems contain a throughput process by which the imported energy is transformed; the throughput of an organization may be the creation of a new product, the providing of a service, the modification or treatment of human beings, etc.
3. The output. Open systems export some product into the environment, whether it be the invention of an inquiring mind or a bridge constructed by an engineering firm.
4. Systems as cycles of events. The pattern of activities of the energy exchange has a cyclic character. The product exported into the environment furnishes the sources of energy for the repetition of the cycle of activities.
5. Negative entropy. To survive the open system must counter the natural tendency towards entropy--disorganization and death, that is the universal law of nature. Social organizations will seek to improve their survival position and to acquire in their reserves a comfortable margin of operation.
6. Information input, negative feedback, and the coding process. Open systems control and operate activities by using its own coding system to selectively gather information from its environment.
7. The steady state and dynamic homeostasis. Open systems tend to maintain their basic character by either resisting changes, offsetting changes, incorporating the changes into its basic character, or by developing new characteristics.

8. Differentiation. Open systems move towards the multiplication and elaboration of roles with greater specialization of function.
9. Equifinality. There is no one best way for a system to reach a given final state from a particular initial state. Contrawise, given similar initial states, open systems may reach quite different final states. In short, there are a variety of paths between any two given points in a system's existence. But as an open system moves towards regulatory mechanisms to control its operations, the amount of equifinality may be reduced. (paraphrase p. 19-26)

These characteristics reflect the creative and constantly emerging nature of open systems. From these nine principals it is possible to construct a systems theory of organizations.

The Organization as a System

An organization as a social system is a combination of cyclic activities through which the import-conversion-export processes act on specific throughput in order to complete the primary task of the organization. In order to understand this definition it is necessary to define the language being used in more detail. First the terminology will be defined in a brief general sense. These definitions draw heavily on the works of Miller and Rice (1967), Katz and Kahn (1966), Thompson (1967), Perrow (1967) and Parsons (1960). Next the terminology is defined and related directly to the public school system and the school as the organization on which this study is focusing.

System Terms and Concepts:

1. A social system like a general system is composed of "sets of elements standing in interaction" (Bertalanffy, 1968, p. 38). What is characteristic of a social system is that the sets of elements

are made up mostly of individuals or groups as opposed to organisms, electrical components or mechanical parts.

2. Individuals or groups are the main actors of a social system. An individual or a group may be seen as an open system, which exists and can exist only by satisfactorily performing resource exchanges with the environment. Individuals and groups are continually involved in activities aimed at 1) satisfying innate needs (Alderfer, 1972, Maslow, 1954) and/or 2) defending against frustration(Maier, 1949) and helplessness (Seligman, 1975). Only some of the activities created by the individuals or groups are congruent with the activity systems of the organization.

3. The internal community and the external community of the organization define the individuals and groups that are directly and indirectly related to the organization. The internal community of a human service organization is composed of two major groups: 1) the staff are the people who offer, coordinate, and maintain the organization's service activities, 2) the participants are the people who participate directly in the organization's service activities; they are the throughput of the organization. The external community of a human service organization is composed of two major groups: 1) the indirect participants are those people or organizations that indirectly participate in and/or benefit from the organization's service activity (i.e., parents of children attending public school); 2) the supporters are those people or organizations whose support is needed in order for the organization to survive (voters, state department, etc.).

4. The throughput of an organization is that which the organization takes in, acts on, and exports to the environment. The intrinsic nature of the throughput is a critical variable and relates directly to the overall design of the organization (Perrow, 1967).

5. A process is a transformation or a series of transformations of the throughput. During a process the nature of the throughput is changed.

6. An activity is a unit of work by which the process (change) of the throughput is achieved. Activities may be carried out by people or by mechanical or by other means.

7. The import-conversion-export processes links the three main processes characteristic of all open systems (Katz and Kahn, 1966, p. 20). Any system or sub-system of an organization can be described in terms of these processes.

8. The actors of the organization are those individuals and groups who work in the organization and produce its activities.

9. The resources of an organization facilitate the actors in producing their activities. Foa (1971) classified six major resources common to the survival of organizations: 1) services, 2) goods, 3) money, 4) information, 5) status and 6) love.

10. A reward is the subjective value an individual or group places on a specific type of resource exchange.

11. The primary task of an organization is the task that must be performed at any given time in order that the organization survive.

12. Rationality is the ability of an activity to produce an intentional change in a throughput. Rationality requires 1) knowledge of how the throughput will respond to various acts, and 2) a repertoire of action techniques.

13. Task uncertainty exists at two levels: 1) variability in the nature of the throughput and 2) absence of the ability to match the throughput with an action that will produce an intentional result. The more uncertainty that is introduced into the primary task of the organization the more the increase in the systems entropy-confusion leading to change or death.

14. A problem exists when there is an absence of rationality with regard to a given task. Problem solving is an activity in search of rationality. Problem solving is most likely to occur when the organization is faced with an increased level of task uncertainty.

15. An activity system is that complex of activities required to complete an intake into an output.

16. The boundary system separates a system from its environment. Intakes cross this boundary and are subject to conversion processes within it. The work done by the system is therefore, at least potentially. measurable by the difference between the initial state of the incoming throughput compared to the processed state of the outgoing product.

Miller and Rice (1967) and Parsons (1960) both describe organizations as being made up of three major functional activity systems. In this instance Parsons' terminology is used:

17. The technical activities act on the inherent characteristics of the throughput in order to bring about the transformations that contribute to a process. The primary task of an activity system is achieved by its technical activities. The technical system of an organization encompasses the organizations primary technical activities that directly contribute to the import, conversion, and export processes which define the organization and differentiate it from other organizations. The major function of the technical system is to satisfactorily complete the organizations primary task.

18. The institutional activities procure and replenish the actors and resources that produce the technical activities. The institutional system encompasses the organization's prime institutional activities. The major function of the institutional system is to legitimize, to the organization's social environment (external community), the organization's right to the actors and resources it needs to complete its primary task.

19. The managerial activities relate the technical activities to each other, institutional activities to technical activities, and all internal activities of the organization to its environment. The managerial system encompasses the organization's primary managerial activities. The major function of the managerial system is two fold: 1) boundary control: the mediation between the internal organization and its environment, and 2) monitoring: the control and coordination of the technical system, and the control and coordination of the institutional system as it relates to the technical system.

It is important to remember that all three types of activities: technical, institutional and managerial, are present in every functioning activity system. For instance, in the managerial system, technical activities have to do with processing information that will be used to fulfill the managerial system's primary tasks of control and coordination. The titles of the three main activity systems reflect the nature of the activity that best describes the primary task of the given activity system from the perspective of the total system. The managerial system's primary task is concerned with boundary control and coordination, thus it is named after the activity system that performs this function.

Summary

The organization is a system that has been created by men and women in order to perform a primary task. Task performance is dependent on the organization's actors ability to effect a desired change in the organization's throughput. As an open system the organization also needs to successfully complete various resource exchanges with its environment. Many different activities have to be performed by the organization's actors in order to complete the organization's primary task. In the next section these activities are defined in more detail as they relate directly to the public school.

III. THE SCHOOL AS A SYSTEM

A public school system is a network of interdependent organizations. Each organizational unit is called a school (i.e., high school, elementary school, etc.) and is usually housed in a separate physical structure. The total public school system is responsible to its external community: parents of students, voters, state department, etc. Each school within the school system exists within two major environments: 1) the total public school system and 2) the community or portion of the community it serves. A boundary for the total school system exists between the school system and its external community. For any given school a boundary exists between the school and other schools and between it and the community at large.

The School as an Organizational Unit

The throughput of a school is its students. The major process is learning. The major technical activity is teaching. Teachers, principals, administrators, and school board members are the main actors. The technical system is centered around teachers teaching. Principals and administrators are the main actors that make up the managerial system. The school board members are the main actors that make up the institutional system. The primary task of each school is to prepare the student for the next level of education. For instance, the primary task of the elementary school is to prepare its students for junior-high school; junior-high school prepares its students for

high school; and high school prepares its students for college or work. The major export boundary exchange for the total public school system takes place where the student leaves the high school and goes to college or work. This is the exchange that is most visible in the eyes of the external community. This is the exchange that tends to define the primary task of the public school system in the eyes of the external community--preparing students for college or work.

The Uniqueness of the School as an Organizational Unit

A major way of differentiating and analyzing organizations is to focus on the nature of their technical activities (Katz and Kahn, 1956, Thompson, 1967, Miller and Rice, 1967, and Perrow, 1967). In the case of schools the major technical activity of the technical system is teaching. What is unique about this activity is that people are working to change people. This is a characteristic common to the technical system of all human service institutions (Hasenfeld and English, 1975, p. 1).

In order to understand a school system and its schools it is necessary to understand:

1) The level of task uncertainty facing each of the three main activity systems of the organization (technical, managerial, institutional); how each of these activity systems deals with its task uncertainty; and how the task uncertainty that the technical system faces interacts with the task uncertainty faced by the institutional system and the managerial system;

2) How groups and individuals deal with their personal needs

and the psychological factors related to the uncertainty of their task (see section IV and V of this chapter). Each of these areas of task uncertainty is discussed in detail.

Technical System

Three major levels of task uncertainty exist within the technical system with regard to: 1) the primary task, 2) the actors and, 3) the throughput. The manner in which these three aspects of the technical system interact define the level of complexity of the technical system. The more complex the technical system the higher the level of task uncertainty with which it can work.

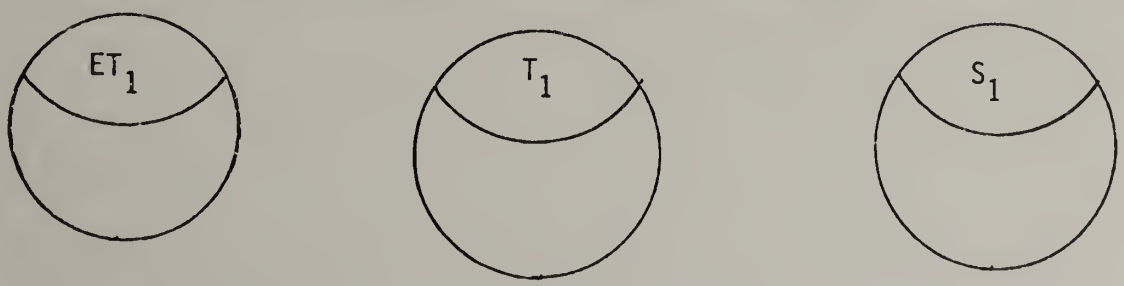
The Primary Task: What is the scope of the primary task?, is the first level of task uncertainty. In a school the primary task is education. The scope of the primary task is defined by the range of educational needs on which the organization focuses its actors and resources. This range of needs is determined by the institutional system and implemented by the managerial system. In this way the primary task is defined to fit the capabilities of the system. The more resources and actors available to the system the more likely the system will define the primary task in a complex manner.

The Actors: What is the range of the actor activities available to the organization?, is the second level of task uncertainty. In a school the primary actors with regard to the technical system are the teachers. The range of activities the teacher makes available to the school is determined by the teacher's needs and capabilities. Each teaching technique that a teacher uses with a student is a synthesis

of that teacher's needs and capabilities. The more varied and complex the teaching techniques the more varied educational needs of students the teacher can address, and the more complex the technical system.

The Throughput: What is the intrinsic nature of the throughput?, is the third level of task uncertainty. The student is the throughput of the technical system. The individual needs of the student determine his or her intrinsic nature. The primary task of the school is to address the student's educational needs. The uncertainty the student faces in the school setting is whether or not the teacher can match a teaching technique with the student's individual learning needs? The more varied the student's learning needs, the more varied the teaching techniques need to be in order to respond to these needs, and the more complex the technical system.

Task Complexity: The primary task, the actors, and the throughput can each be represented as a Venn diagram. The area within each diagram represents the range of possible activities available for the satisfactory completion of the needs of: 1) the primary task-education, 2) the actors-teachers, and 3) the throughput-students. The size



ET: Educational Task Needs

T: Teacher Needs

S: Student Needs

Fig. 1. Three Aspects of the Technical System

and shape of each circle varies depending on the need of the particular aspect. The need level also impacts on how the different aspects interact. ET_1 is that subset of primary task needs that directly influences the teacher-student relationship. T_1 is that subset of teacher needs that directly influences the teacher's teaching technique. S_1 is that subset of student needs that directly influences the students learning needs. In order to understand the dynamics of how these three aspects of the technical system interact two conditions are explored:

1. Stable: A stable condition exists when the interaction of T, S and ET is equal to ET_1, S_1 and T_1; T S ET = ET_1=S_1=T_1. When this condition exists the educational needs of all three aspects are totally congruent.

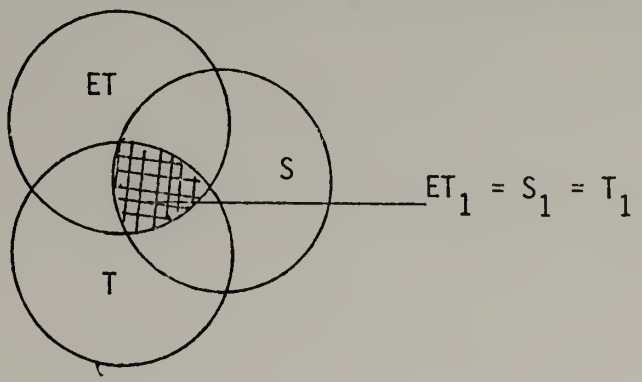


Fig. 2. Stable Intersection of Technical System Aspects

2. Unstable: An unstable condition exists when the needs of the three different aspects are not congruent. This incongruency of needs creates two different opposing forces each of which seeks a different resolution of the instability. For instance when T_1 (teacher techniques) is less than S_1 (student learning needs) a pressure exists from the students to the teachers to expand and increase their teaching

techniques. From the teachers a pressure exists on the students to limit their learning needs to the techniques available. The technical system is in constant tension over whether to expand or to limit in order to deal with these unmet needs. Expansion increases the level of task uncertainty with which the actors must work. Limiting decreases the level of task uncertainty with which the actors must work. Both processes generate numerous feelings from all the people involved. These feelings can either facilitate or block the expansion or limiting process (see section V and VI of this chapter).

The manner in which the technical system of a school deals with this instability characterizes the level of uncertainty with which it is working. A high level of task uncertainty demands more variability in teaching techniques and addresses a wider range of student needs. A low level of task uncertainty demands fewer teaching techniques and addresses fewer student needs. Since most technical systems of schools are unstable the manner in which the system deals with the instability is characteristic of its organizational structure. Different organizational structures influence the degree of task uncertainty the technical system is capable of working with.

Low Uncertainty: The task uncertainty of a school is defined as simple when the predominant mechanism for dealing with instability is by limiting the needs addressed. In this case it appears that the variability between students has been minimized. Students are treated as if they all learn in the same manner at the same rate. In this setting the teacher only has to perform one technique per student

per day. Little or no discretion or problem solving is expected from the teacher. What is expected is that the teacher follow the established curriculum which lays out the specific techniques the teacher is expected to perform. A school whose teachers operate in this manner is characterized as being 'teacher centered' (Silberman, 1970).

High Uncertainty. The task uncertainty of a school is defined as complex when the predominate mechanism for dealing with instability is by expanding the needs addressed. In this case it appears that the variability between students has been maximized. Students are treated as if they all learn in a different manner and/or at a different rate. In this setting the teacher is expected to perform many different techniques per student per day. A high degree of discretion and problem solving is expected from the teacher in order to complete his or her task. This method of teaching is usually referred to as 'individualized instruction'. It requires that the teacher have access to and competency in many different curriculums. Each of these different curriculums would present the given subject from a different learning style perspective. A school whose teachers operate in this manner is characterized as being 'child centered' (Silberman, 1970).

Simple-complex continuum. The high degree of variability that exists between different schools and classrooms is best understood by imagining a simple-complex task uncertainty continuum. Where a classroom falls on this continuum is based on the degree of task uncertainty the teacher is expected to respond to in order to complete his or her

primary task. This high degree of variability has made it difficult to classify schools under one specific organizational type. Burns and Stalker (1961) classified organizations which act from the simple end of the task uncertainty continuum as 'mechanistic'; and organizations which act from the complex end of the continuum as 'organic'

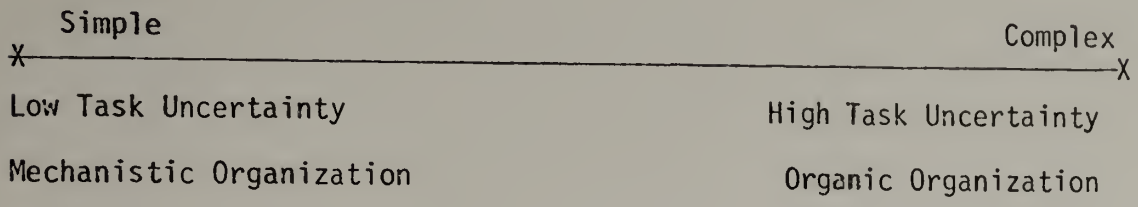


Figure 3: Simple-Complex Task Uncertainty Continuum

(see Table 1: Characteristics of a "Mechanistic" and "Organic Organization"). To fully appreciate the characteristics of a 'mechanistic' or 'organic' organizational type it is also necessary to be aware of the task uncertainty that the managerial system and the institutional system face and how this uncertainty effects the technical system.

TABLE 1 CHARACTERISTICS OF A "MECHANISTIC" AND "ORGANIC ORGANIZATION
(Burns and Stalker, 1961, Perrow, 1967)

CHARACTERISTICS	MECHANISTIC		ORGANIC	
1. Perceived nature of the throughput. (In the case of schools the throughput is the student.)	-well understood and, -perceived as uniform and stable		-not well understood and, -perceived as non-uniform and unstable	
2. Technical Activities	-routine and -long linked (Thompson, 1967)		-non-routine and, -intensive (Thompson, 1967)	
3. Degree of discretion an individual or group possesses in carrying out the task.	Technological System low	Administrative System low	Technological System high	Administrative System high
4. Power of an individual to mobilize scarce resources and to control definition of material problems and solutions.	high	low	high	high
5. Coordination within groups	planned (planned: programmed interaction of tasks, clearly defined by the rules or nature of the teaching techniques)	planned	feedback (feedback: negotiated alterations in the nature of the sequence of things performed)	feedback
6. Interdependence of groups	low		high	
7. Nature of Goals	-stable, few risks, high academic achievement emphasis -quantity, non-innovative -conservative FORMAL, CENTRALIZED		-high growth and risk, moderate achievement emphasis. -high quality, innovative -liberal FLEXIBLE, POLYCENTRALIZED	

Managerial System

The managerial system of a school system is best represented by the actions of its administrators and principals. Principals and administrators face a high degree of task uncertainty with regard to variability in decision making styles. The primary task of the principal is to determine how the problems of the immediate school are to be solved. A problem exists when there is an absence of rationality with regards to a given task. Principals face problems in two major areas: 1) monitoring and 2) boundary control. The two major monitoring problems the principal faces are 1) the control and coordination of actors and 2) the control and coordination of resources. The major boundary control problem the principal faces is trying to manage the differences in child-rearing modes that exist between the schools internal and external communities. How both the major monitoring and boundary control problems are managed will directly influence the technical system.

Decision Making. Principals and administrators make numerous decisions daily that effect the school and its ability to complete its teaching task. The more effective the principal is at making decisions the more effective the school will be in performing its teaching task. There are three classes of outcomes that bear on the effectiveness of decisions:

1) The quality or rationality of the decision.
2) The acceptance or commitment on the part of subordinates to execute the decision.
3) The amount of time required to make the decision. (Vroom, 1973, p. 1)

Using the importance of these outcomes Vroom (1973) developed a decision making model. This is a diagnostic model that matches one of five alternative decision making styles with a set of seven decision rules. These "seven rules serve to protect the quality and acceptance of the decision by eliminating alternatives that risk one or the other of the decision outcomes" (Vroom, p. 4). By using this model it is possible to decide on the most effective decision making style for a given situation. Vroom describes the 5 alternative decision making styles as:

Autocratic I	You solve the problem or make the decision yourself, using information available to you at the time.
Autocratic II	You obtain the necessary information from your subordinate(s), then decide on the solution to the problem yourself. You may or may not tell your subordinates what the problem is in getting the information from them. The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.
Consultative I	You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision that may or may not reflect your subordinates' influence.
Consultative II	You share the problem with your subordinates as a group, collectively obtaining their ideas and suggestions. Then you make the decision that may or may not reflect your subordinates' influence.
Group II	You share a problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of chairman. You do not try to influence the group to adopt 'your' solution and you are willing to accept and implement any solution that has the support of the entire group. (Vroom, 1973, p. 2)

These styles of making decisions are used in conjunction with the decision-making chart (see Figure 4: Vroom Decision Model).

When a principal or administrator continues to use only one of these decision making styles regardless of the situation then that principal's decision making style is defined as simple. When a principal or administrator uses a diagnostic approach to decision making like the model developed by Vroom (1973) then that principal's decision making style is defined as complex. The more complex the principal's decision making style the more effectively the principal will manage the boundary control and monitoring problems.

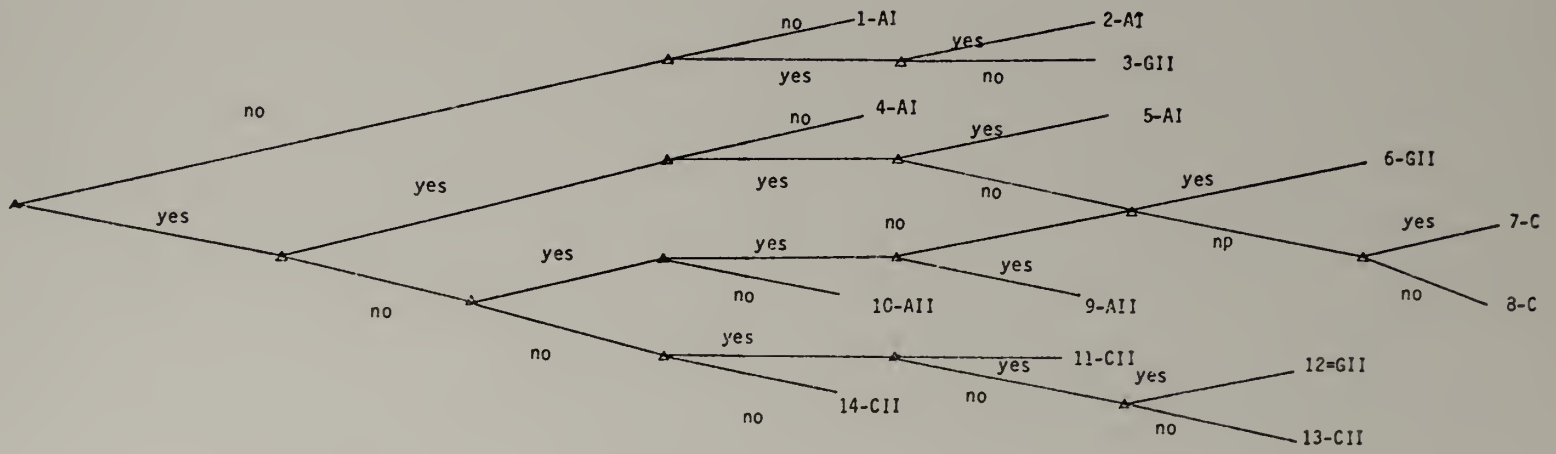
Importance of Monitoring Problems. The first monitoring problem the principal faces is the control and coordination of actors. The principal's primary task is to effect an integration between the actor's individual needs and the organization's goals. Under ideal conditions' the principal is faced with matching the needs of the students with the capabilities and needs of the available staff. When this match is congruent a stable condition exists as described in the previous section on the technical system. When conditions are not ideal, and the match is not possible, an unstable condition exists. In this case the principal is faced with managing a high degree of task uncertainty. In order to effectively deal with this uncertainty the principal needs to be able to work with the actors in a problem solving manner. The specifics of group dynamics and problem solving are discussed in detail in Section V. Organizational Behavior, of this chapter.

Most technical systems of schools face an unstable condition where there is often an incongruency of needs between the primary

FIGURE 4

VROOM DECISION MODEL

A	B	C	D	E	F	G
Is there a quality requirement such that one solution is likely to be more rational than another?	Do I have sufficient information to make a high quality decision?	Is the problem structured?	Is acceptance of decision by subordinates critical to effective implementation?	If you were to make the decision by yourself, is it reasonably certain that it would be accepted by your subordinates?	Do subordinates share the organizational goals to be obtained in solving this problem?	Is conflict among subordinates likely in preferred solutions?



educational task, the teacher's work needs and the student's learning needs. The managerial system is faced with making decisions that directly effect the staff and students ability to satisfy their needs. In order to make effective decisions it is important for the manager to understand how human's seek to satisfy innate needs and how this is done in an organizational context. It is also important that the manager learn how to work constructively with the feelings that are generated by the success and failure of humans to satisfy their needs in an organizational context. This is the focus of section IV. Human Behavior, and V. Organizational Behavior.

The second monitoring problem the principal faces is the control and coordination of resources. Since resources are often limited this process requires that the principal decide how to selectively distribute and coordinate the resources available. A school's reward system is based on the selective exchange and distribution of resources that takes place between the individuals and groups that make up the school's internal and external community. From a systems perspective resources are defined as the throughputs the actors need in order to complete their primary task. Foa (1971) classified six sets of resources that are needed and exchanged within organizations: 1) services, 2) goods, 3) money, 4) information, 5) status, and 6) love. A reward is the subjective value an individual or group places on a resource exchange This definition recongizes that rewards may be related to either an actor's personal needs or job needs, or both. It also recognizes the subjective nature of rewards. What constitutes a reward is dependent

on the needs of the given actors and the given work culture. The subjective value that is placed on a specific resource exchange will vary from setting to setting. The distribution procedure the principal decides on will directly affect the technical system.

> Making decisons about the distribution or rewards is one of the most subtle, important challenges facing executives. First, they must maintain a proper balance between the rewards distributed and the resources to be drawn upon. Second, as already noted, they must distribute the rewards in such a fashion as to elicit the desired, integrated behavior (Litterer, 1973, p. 482).

The amount of job related resources available to the actors will limit how they perform their primary task. For instance, if the school can only afford one reading curriculum the teacher is being reinforced by the organization to define her or his primary task in a simple manner. The distribution of resources will implicitly or explicitly define what the distributors view as being the model worker. The principal, the staff, the parents and the students all influence the resource exchange and distribution process. The more these actors are congruent as a group in defining and giving of resources as rewards, the more clearly the model role of a teacher will be defined. This process will also define for other teachers the acceptable level of task uncertainty at which they are expected to work. The principal does not control the distribution of all the resources needed to run a school. It is clear though that the principal can work towards defining the teacher's role through the conscious and selective distribution of the resources she or he does control.

Importance of Boundary Control Problems. The major boundary control problem the principal faces is trying to manage the differences

in child-rearing styles that exist between the schools internal and external communities. The internal community is best represented by the teachers. The external community is best represented by the parents. The task of the principal is to manage productively the differences in child-rearing styles that exist between teachers and parents. The principal is faced with a range of possible ways of managing these differences.

One extreme of boundary management is to close the school's boundary. This tends to make the teachers (internal community) impervious to the needs of parents (external community) and the differences in child rearing styles the parent's advocate. Likewise, this also tends to make the parents impervious to the needs of teachers and the differences in child rearing styles the teachers advocate. In this case the principal acts as the buffer and conduit between the two communities. All communications flow in and out of the school through the principal. The principal's task is to control the information flow in a manner that promotes the overall functioning of the school with regard to the differences that exist between teachers and parents.

The other extreme of boundary management is to open the school's boundary. This tends to make the teachers and parents more responsive to each others' needs and differences in child-rearing styles. The open boundary state is more complex than the closed boundary state for another level of uncertainty exists in trying to manage an open boundary. When the boundary is opened the internal and external communities meet to resolve differences. Three possible strategies

may be pursued (Warren, 1971):

1) Collaborative Strategies are based on the assumption of a common basis of values and interests. Differences are assumed to be based on poor communications.

2) Campaign strategies are based on the assumption that there a basic conflict of values and interests between the subsystems involved. It also assumes that there is a resolvable position which builds on the existing values and interests that are common.

3) Contest strategies are characterized by issue dissensus such that a change in power distribution is immenent. What this implies is that the value differences between different subsystems is irreconcilable.

The principal's task is to diagnose the problem situation and to decide on an effective strategy. Each of these strategies are likely to be used over a period of time. It is important that the strategies that are used are worked through in a manner that allows both groups to continue to work together. When a resolution of differences is not possible the problem will move out of the hands of the principal and into the hands of the school board (see p. 38 Institutional System-Policy).

How the differences in childrearing styles between teachers and parents is managed will have a direct influence on how teachers are expected to perform their primary task-teaching. If the parents and staff are in basic accord with regards to childrearing styles a congruency in authority exists; if not an incongruency exists. Etzioni (1961) found that organizations with an incongruent authority fit tend

to be less effective. They "have only limited control over the powers they apply and the involvement of the lower participants" (p. 126). In essence, how teachers are allowed to treat children is influenced by the level of authority congruency that exists between the internal and external communities of the school.

Institutional System

The institutional system of a school system is best represented by the actions of its board of education. The board of education of a school system faces a high degree of task uncertainty in two general areas: 1) forming school policy and 2) fiscal budgeting. The primary task of the school board is to procure from the community the resources needed by the school system in order to perform its educational task. In this instance the school board is seeking two major resources: 1) information and 2) money. Information is needed in order to formulate school policy. Money is needed in order to meet the schools fiscal budget. How the school board fulfills its primary task will influence the school system's technical system.

Policy. Primary legal responsibility and authority for public education is vested in the states with specified powers delegated to local boards of education. The local boards of education determine matters of policy which are carried out by the school's managerial and technical systems. School policy acts as an intervening element between the school system's internal and external communities. School policy 1) identifies those students in the community with which the schools will work; and 2) prescribes a general course of action to be

followed by the teachers and administrators who work with the identified students.

School boards face a continuum of possibilities in identifying those students the schools will serve. At one end of the continuum is the selective school board that identifies only a select number of students as the responsibility of the school system, i.e., college bound. At the other end of the continuum is the universal school board that identifies all school age children as the educational responsibility of the school system, i.e., college bound to handicapped. The more universal the school board is in identifying students the more diverse the student body will be in its educational needs. The more diverse the student body is in its educational needs the more complex the technical system will have to be in order to meet these needs.

The school board is also faced with having to define or sanction a general course of action related to its identified student population. The course of action pursued needs to reflect the available teaching technology and the general child-rearing style of the community. The managerial system and technology system interact with the institutional system to define the school system's course of action. Under certain conditions a difference in child-rearing style may arise between teachers and parents that is not resolvable by the managerial system. In this instance the conflict moves from being a boundary control problem of a principal to a policy problem for the school board. When such problems arise the school board will exercise its legal authority and establish a policy that addresses

the differences. Such policy decisions will have an impact on the technical system to the degree that the decision defines the types of students teachers are expected to teach and the manner in which they are expected to perform their teaching role.

Budgeting. One of the primary tasks of the school board is to prepare a yearly fiscal budget for the school system. In preparing the budget the school board has to balance the school system's resource needs with the communities ability and willingness to meet these needs. The process by how communities finance their schools varies from direct financing to indirect financing. Direct financing exists where the local people finance the greater portion of the school budget through local taxation. Indirect financing exists where a greater portion of the school's budget is financed from outside the immediate community's tax revenue. The more direct the financing the more directly the level of school support will reflect the socio-economic level of the community. In other words, communities with more money spend more money on education. With more money to spend on education, schools can potentially serve a more diverse student body. Such school systems can potentially support a more complex teaching technology. More money does not guarantee that the school board will act in a more universal mode in selecting students to serve. However, a school system with more money has the flexibility to move in this direction. A school system that is barely serving its selective student body faces major fiscal constraints in trying to serve a more diverse student body on its limited resources. Most schools today are directly

financed. The fiscal constraints placed on the school system by its immediate community clearly influence the diversity of student needs to which the system can adequately respond. More money does not guarantee that the technical system will define its task in a complex manner, but the absence of money will limit the technical system's ability to perform at a complex (individualized) level.

Summary

In looking at organizations the position has been taken that the technical activities of the organization provide a basis for analyzing the organization and how it operates. The organizations where the intrinsic nature of the throughput makes technical activities defineable the task will dictate the organization's structure. The organization's activity systems (technological, managerial, and institutional) will structure themselves in a manner that facilitates the operation of the organization's technical activities. This is an interactive process where each activity system influences the other. In the end the technical system is the most influential in defining the overall structure of the organization.

In schools a different situation exists. In schools the variability in student learning style makes the technical activity of teaching difficult to clearly define. There is no one clear teaching technology but a multitude of possible techniques exist. In this situation the level of complexity at which teachers are expected to perform will be collectively defined by the interaction of the schools internal and external communities. The socio-economic level of the

external community and the general child-rearing mode of the external community will directly influence the school's institutional and managerial systems. These activity systems will in turn directly influence the technical system. Yet, even within this chain of events a range of possibilities exist. This range is based on the differences in attitudes and skills inherent in the administrators, principals, and teachers that run the schools.

In order to fully understand the school as an organization it is also necessary to understand the people that participate directly and indirectly in the school and its activities. The next section develops a theory of human behavior. This theory is then used to better understand how people act in an organizational setting.

IV. HUMAN BEHAVIOR

Introduction

Up until now the school has been described primarily from an organizational systemic prespective. It was mentioned in the previous section that in social systems, such as schools, that the elements that stand in interaction are made up of individuals and groups. Individuals and groups were described as continually involved in activities aimed at 1) satisfying innate needs and 2) defending against frustration and helplessness. One of the unique aspects of the human service organization that was described earlier (technical system) is that both the actors (staff) and the throughput (students) are human. In order to fully understand how people work on people in a human service organiza-

tion it is first necessary to elaborate on how individuals seek to fulfill their innate needs and defend against frustration and helplessness. This is the goal of this section on human behavior. Once a theory of human behavior has been described with regard to an open environment it is then possible to describe human behavior with regard to a more restricted environment like the organization. In the next section the theory of human behavior that is described in this section is applied to how humans seek to satisfy their innate needs and defend against helplessness and frustration in an organization.

The Human As An Open System

The individual is an open system that exists within a given environment. The environment is defined psychobiologically according to its quasi-physical, quasi-social, and quasi-mental structure. As an open system the individual needs to perform various resource exchanges with its psychobiological environment in order to survive. Individuals assign different needs to the giving and receiving of resources at different moments in time. The psychobiological environment of the individual can be described as a force field. In a force field an action sequence is described as a human vector moving to contact in order to complete a resource exchange. Three major properties define the human vector in this situation: 1) direction, 2) strength, and 3) contact (Lewin, 1935, pp. 74-75). Direction is based on the valance the individual assigns the potential resource exchange. The individual will assign a specific valence to potential resource exchanges based on the individual's perception and experience that the resource exchange is

a means of satisfying a need, or has indirectly something to do with the satisfaction of a need. Resource exchanges that the individual seeks to complete are assigned a positive valence. Resource exchanges that the individual fears completing are assigned a negative valence. Strength is based on the internal level of desire experienced by the individual. The level of strength will determine how forcefully the individual will move in a given direction (Alderfer, 1972, p. 8). Contact is based on the completeness with which an individual engages in a resource exchange. A resource exchange involves the giving and receiving of a resource: money, goods, services, status, love, and information. The degree and manner in which the individual makes contact will directly affect the degree to which the initial need is perceived as satisfied by the individual (Polster and Polster, 1973, pp. 99-107).

Direction: Innate Needs

Alderfer (1969, 1972) characterized humans as experiencing three innate needs: 1) existence needs, 2) relatedness needs, and 3) growth needs.

> The primary categories of human needs follow from the criteria of personality as an open system outlined by Allport (1960, 1961). Existence needs reflect a person's requirement for material and energy exchange and for the need to reach and maintain a homeostatic equilibrium with regard to the provision of certain material substances. Relatedness needs acknowledge that a person is not a self-contained unit but must engage in transactions with his human environment. Growth needs emerge from the tendency of open systems to increase in internal order and differentiation over time as a consequence of going beyond steady states and interaction with the environment (Alderfer, 1972, p. 9).

As an open system the individual needs to perform different types of resource exchanges in order to satisfy these innate needs. Each need is satisfied by a characteristic resource exchange. The nature of the resource exchange is defined by the concrete-symbolic nature of the need.

Existence needs are satisfied by the taking in of concrete objects like water and food. Money and goods are two major resource objects needed by individuals in order to satisfy their concrete existence needs. This is true to the degree that money and goods can directly or indirectly satisfy the individuals' existence needs for water, food, shelter and physical safety. One basic characteristic of existence needs is that the resources that satisfy these needs can be divided among people in such a way the one person's gain is another's loss when such resources are in limited supply. For example, food eaten by one person is not available to another.

Relatedness needs are satisfied by the giving and taking of both symbolic and concrete resource objects like services, information, esteem and love. Relatedness needs involve relationships with significant other groups and/or individuals. One of the basic characteristics of relatedness needs is that their satisfaction depends on a process of sharing or mutuality. Acceptance, confirmation, understanding, and influence are elements of the relatedness process. Another basic characteristic is that the presence or absence of relatedness resource exchanges affect both parties in similar ways. This is to say that if a relationship is not working both parties suffer from the loss of love, esteem, etc. Relatedness resource exchanges do

not adhere to a fixed sum formula like existence resource exchanges tend to.

Growth needs are satisfied by the giving and taking of both symbolic and concrete resource objects like services, information, esteem and love. This is a difficult resource exchange to describe. As an individual moves from relatedness needs to growth needs the collective impact the group has on defining the value of an exchange diminishes for the individual. For instance love and esteem from others will have less importance. What becomes important is that the individual works in an environment where she or he can express the love and esteem parts of themselves. The individual working on growth needs sees an environment in its sociobiological totality as a testing ground in which the individual strives to be what he or she is most fully and to become what he or she can. Information in the form of feedback is the resource exchange most pursued by individuals working on growth needs.

Alderfer and Maslow. Alderfer's three categories of needs conceptually include Maslow's hierarchy of needs (see Table 2). Alderfer's E.R.G. Theory of human needs is an extension of Maslow's original theory. Maslow's (1954) theory states that there are five basic innate needs: 1) physiological, 2) safety, 3) love, 4) esteem, and 5) self-actualization. These five needs form a hierarchy where the satisfaction of lower order needs are necessary before the individual moves on to the next higher order need. This process of how an individual moves up and down this hierarchy is based on Maslow's (1943) dictum that "a satisfied need is not a motivator (p. 39)". Alderfer (1969, 1972) found that

TABLE 2

COMPARISON ON MASLOW TO ALDERFER
(Alderfer, 1972, p. 25)

MASLOW CATEGORIES	ALDERFER CATEGORIES
Physiological	Existence
Safety-material	
Safety-interpersonal	Relatedness
Love (belongingness)	
Esteem-interpersonal	
Esteem-self-confirmed	Growth
Self-actualization	

research aimed at testing Maslow's theory ran into two major difficulties. First the five levels of need were hard to operationalize and prove. Secondly, the data did not support the premise that satisfaction of a given need results in a decrease in desire for that need. Alderfer's theory has incorporated a satisfactory response to both of these concerns in his E.R.G. Theory.

Strength: Desire

The magnitude of force that the individual mobilizes in order to act is called desire. Concepts synonymous to desire are need strength, preference, need intensity and motivation level. The

importance of desire as a psychological construct is the degree to which it can help explain human behavior. By taking a learning theory position it is assumed that the magnitude of desire is affected by the resolution of an action sequence. The history of action sequences initiated by an individual in a given environment will directly affect the level of desire by an individual for a given need.

Contact: Resolution of Contact Episodes

The resolution of an action sequence takes place in a contact episode. A contact episode is the style in which an individual seeks to complete a resource exchange aimed at satisfying a basic need. There are three major resolutions to a contact episode: 1) satisfaction, 2) frustration, and 3) helplessness.

1. Satisfaction is the psychological state that exists when the individual successfully completes a desired resource exchange. The satisfactory completion of a contact episode results in growth and change (Polster and Polster, 1973). Satisfaction of a need does not necessarily diminish the individuals desire for the given need. Alderfer's empirical research found that:

> P4. . . When relatedness needs are relatively satisfied the more relatedness needs are satisfied the more they will be desired.
> P6. . . When both relatedness needs and growth needs are relatively satisfied, the more relatedness needs are satisfied the more growth needs are desired.
> P7. . . When growth needs are relatively satisfied the more growth needs are satisfied the more they will be desired (1972, p. 149).

An upward progression towards satisfying growth needs exists as relatedness needs are satisfied. Individuals tend to move towards growth needs. This movement is accompanied by a sustained level of relatedness needs.

2. Frustration is the psychological state that exists when an individual fails to complete a desired resource exchange. In response to frustration an individual can act in an a) adaptive or an b) unadaptive manner (Maier, 1973, Ch.4).

a) An adaptive response to frustration is problem solving behavior which is characterized by variability in thought and action. Successful problem solving behavior leads to satisfaction.

b) An unadaptive response to frustration includes aggression and regression. Aggressive behavior represents some kind of attack that is associated with the emotion of anger. The anger is usually displaced in that it is not directed at the frustrating agent. Regression is a breakdown of constructive behavior and a return to childish actions. Signs of regression include: lack of responsibility, horse play, unreasoned fear, forming of cliques or gangs, etc. Unadaptive behaviors are usually expressions of dissatisfaction at not being able to satisfy a need. The need remains but the desire related to the need may change. Alderfer found that:

> P1. The less existence needs are satisfied the more they will be desired.
> P2. When both existence and relatedness needs are dissatisfied, the less relatedness needs are satisfied, the more existence needs will be desired.
> P4. When relatedness needs are relatively dissatisfied, the less relatedness needs are satisfied the more they are desired.
> P7. When growth needs are relatively dissatisfied, the less the growth less growth needs are satisfied, the more they will be desired (1972, p. 149).

It appears that individuals will displace frustrated relatedness needs by increasing their existence needs. Whereas satisfaction of related-

ness needs promoted movement upwards towards growth, frustration promotes movement downwards towards existence needs. The key here appears to be the level at which relatedness needs are satisfied. This seems to determine whether the progression continues upwards or is thwarted and turned downwards.

3. Helplessness is the psychological state that exists when an individual continuously attempts to complete a resource exchange and continually fails. The overall impact is that the desired resource exchange is experienced as being uncontrollable. The individual perceives that he or she can do nothing to effect the change and anything that is done has no effect. Seligman (1975) called this condition 'learned helplessness'. This condition produces three major deficits in people:

a) Learned helplessness reduces the motivation of the individual to act. Continued frustration of an action sequence related to a give need will reduce the individual's desire to satisfy the need. This reduction in motivation tends to be generalizable. The individual will tend to decrease their level of desire for a given need despite the situation.

b) Learned helplessness interfers with the individual learning that his or her acts can satisfy a need even when it is actually successful. This condition distorts the individual's perception of the success of an action sequence. Learned helplessness also produces a cognitive set in which people believe that success and failure are independent of their own skilled actions, and they therefore have difficulty learning that their actions work.

c) Learned helplessness results in an emotional disturbance, primarily anxiety and depression. Anxiety is the chronic fear that occurs when a threatening event is in the offing but is unpredictable. The label 'depression' applies to passive individuals who believe they cannot do anything to relieve their suffering and see their future as bleak.

The cure for learned helplessness is a lengthy ordeal. It involves repeated efforts of showing the individual that they are not helpless by pointing out the cues that indicate they can act then proding them into action.

Summary

Individuals work to satisfy their existence, relatedness and growth needs within their psychobiological environment. The process of satisfying these needs seems to follow a progression: first come existence needs, then relatedness needs and finally growth needs. Satisfying one group of needs does not necessarily diminish the individuals desire for that need. Individuals appear to work on satisfying relatedness needs and growth needs simultaneously. Individuals at times are frustrated in their attempts to satisfy their needs. This may result in either creative problem solving behavior or in expressions of anger and/or irresponsibility. Individuals that are continually frustrated in their ability to progress from satisfying existence needs to relatedness needs may stay at the existence need level. Prolonged frustration at trying to satifsy a need is likely to lead to learned helplessness. Learned helplessness is a state where individuals give up wanting to satisfy their needs. They also fail to

see that at times their unsatisfied needs are easilywithin their ability to reach. Depression and anxiety accompany the state of learned helplessness. In a general environment individuals move towards resource exchanges that promote satisfaction and they move away from resource exchanges that promote helplessness.

In the next section human behavior is more directly related to an organizational context. It is important to remember that when an individual is in an organizational setting he or she will face various degrees of task uncertainty. The degree to which the individual performs his or her task can be related to the individual's ability to satisfy his or her innate needs. This is discussed in more detail in the next section.

V. ORGANIZATIONAL BEHAVIOR

Introduction

An organization's existence is based on its ability to act; to perform its primary task. Humans are the main actors that perform the organization's primary task. Only some of the activities created by individuals and/or groups in an organizational setting are congruent with the activity systems of the organization. The manager's task is to see that the congruency between the actors' needs and the organization's goals is maximized. From the previous discussion on human behavior it is reasonable to assume that individuals work in organizations in order to satisfy directly or indirectly their various innate needs: existence, relatedness, growth. The organization's effectiveness

is based on the managerial system's ability to match the organization's task needs with its actors' abilities and personal needs.

In this section three dimensions that directly influence the managerial system's ability to match the organization's goals with the needs of the actors are discussed. The first dimension discussed is job fit. This discussion deals with the nature of the task and the job orientation of the actor. This discussion is important for it describes the characteristics of stable job fits and unstable job fits that make the organization's technical system more open to change. The second dimension discussed is group dynamics. It is important to recognize that individuals work in groups to perform their tasks. The impact that group dynamics has on the ability of the technical system to complete its task is discussed. The third dimension discussed is job satisfaction. Job satisfaction is a measure of how satisfied the actors are with their job fit. The influence that the work group culture has on job satisfaction, particularly in the school setting, is also discussed.

Job Fit

Job fit is the ability of the managerial system to match the organization's task needs with its actors' orientation towards work. The better the fit the more likely the actors' work needs will be satisfied and the organization's primary task will be completed. In this instance job fit is discussed as it generally relates to human service organizations, and specifically as it relates to schools. It is important to remember that in schools the variability in student

learning style makes the technical activity of teaching difficult to clearly define. A continuum of appropriate technologies are available as discussed in section III, (p. 21) of this chapter. Within a given context the institutional, managerial, and technical system collectively define the level of task uncertainty at which the organization is expected to operate. This will in turn determine whether the preferred teaching technology for the given situation is simple or complex.

Task needs. A task is defined as being either simple or complex based on the level of uncertainty the organization's technical activities face. The more certain the technology the more simple the task. Simple task behavior is clearly definable, routine and the worker exhibits little discretion. Complex task behavior cannot be clearly defined, is non-routine, and the worker exhibits a high degree of discretion. Simple tasks are easier to complete than complex tasks. Workers who pursue simple tasks face a higher probability of completing the task. If their personal satisfaction is also linked to their work then they face a higher probability of being personally satisfied too. Whereas workers who pursue complex tasks face the possibility of failure. If their personal satisfaction is also linked to their work they face the possibility of frustration and helplessness. The more complexity an organization faces the more capable the actors facing the complex task have to be at dealing with frustration and/or helplessness.

Actors Orientation. An actors orientation towards work can be divided into two major groups: 1) instrumental and 2) expressive (Strauss, 1974).

1. Instrumental oriented workers appear most satisficd in tasks that are simply defined. They define their job as the mastery of a series of finite techniques which they routinely practice on the given throughput. In schools instrumental oriented teachers define their teaching task as simple: the variability between students is minimized; students are treated as if they all learn in the same manner at the same rate. Instrumental workers see work as a means to an end (Goldthorpe et al., 1963; Cotgrove, 1972). In the case of teachers this means they achieve satisfaction not directly from the process of teaching itself but from the rewards or products the job provides, i.e., job security, high test scores or students placed in college, short hours, long summer vacations, professional status. This group of teachers sees work as an indirect way of satisfying their existence needs. It appears that teachers who fall into this group do not perceive their work activity as a way in which to satisfy both their relatedness and growth needs. This perception is likely to be based on: 1) the nature of their task and how it is defined, and 2) their personal history with regards to frustration. If the task is collectively defined as simple, well defined, and repetitive there is likely to be little room for the individual to satisfy his or her relatedness and/or growth needs. He or she may satisfy his or her relatedness needs in work related activities such as bowling, sports, etc., but not necessarily on the job. Another possibility is that the relatedness needs are satisfied but not the growth needs. Individuals who have a history of having their growth needs continually frustrated in organizational settings (like schools) may have learned helplessness

with regard to these needs being fulfilled in such a setting. Such people may tend to displace their relatedness needs by increasing their existence needs; or they may tend to satisfy only their existence and relatedness needs and forego their growth needs.

2) Expressive oriented workers appear most satisfied in tasks that are defined in a complex manner. They define their job as a process of modifying, creating, and applying techniques, new and old, to fit a given throughput in a given context. In schools the expressive oriented teachers define their teaching task as complex: the variability between students is maximized; students are treated as if they all learn in a different manner and/or at a different rate. Expressive oriented workers see work as a valued and in itself (Lawler, 1973; Strauss, 1974). In the case of teachers, this means they are directly satisfied by the process of teaching itself; i.e., diagnosing and addressing the learning needs of their students in an individualized manner, practicing group and individual problem solving skills. This group of teachers perceive their work life as directly satisfying their relatedness and growth needs. This perception is based on 1) the nature of their task and, 2) their personal history with regards to satisfaction. If the task is complex; not clearly defined and non-routine there is room for the individual to fulfill his or her relatedness and/or growth needs. In order to complete a complex task the individual often needs to be able to draw on her or his own skills plus the help of others. Relatedness skills in this situations are necessary to complete the task and avoid frustration and/or helplessness.

Individuals who have a history of having their relatedness and growth needs satisfied in an organizational setting will continue to satisfy these needs in organizational settings.

Fit. Based on the complexity of the defined task (teaching) and the orientation of the actor (teacher) there are four possible job fits (Strauss, 1974; Argyris, 1973). This matrix, Figure 5, matches the teachers attitude toward different levels of task complexity, with two different levels of defined task complexity. This matrix creates four job fit conditions. Each job condition and its stability is discussed. (Later in this section high job satisfaction is directly related to job fit.)

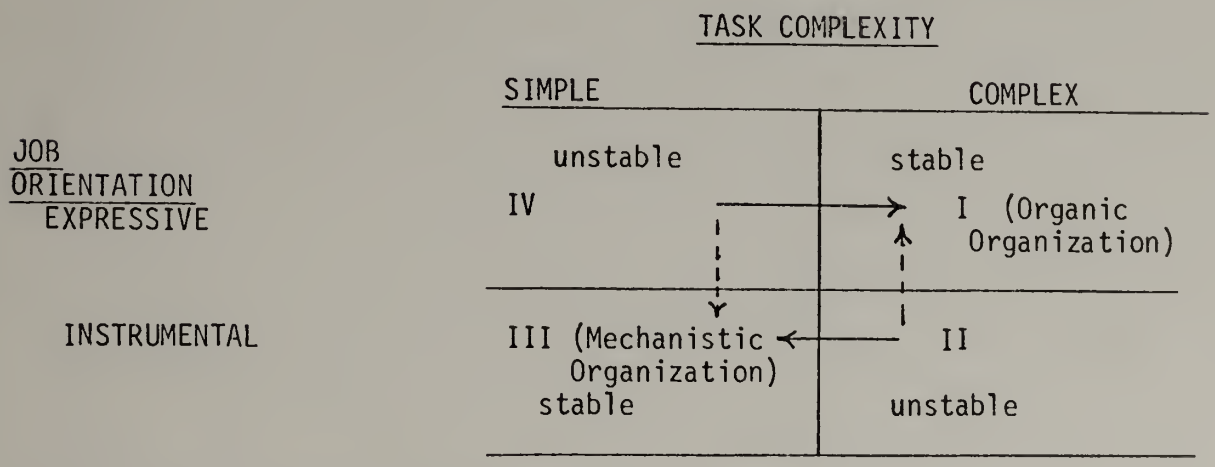


Fig. 5. Task complexity job orientation matrix.

Condition I is a stable condition. The task uncertainty of the school has been defined as complex (see p. 28). Students are to be treated as if they all learn in a different manner and/or at a different rate. The teachers orientation towards work is such that they perceive students in the same manner. Given that the task is defined in a complex manner, and the teacher needs to practice problem solving skills

in order to satisfactorily complete the defined task, the situation presents the opportunity for the teacher to satisfy high order needs.

Condition II is unstable. The teacher in this instance is faced with greater challenge then he or she wants. The job's defined task demands the teacher to maximize the learning differences between students, and to act in a diagnostic-perscrptive manner in dealing with their differences. The teacher's orientation towards work is to minimize the learning differences between students and to apply a series of routine teaching techniques. With proper training and support the worker may move towards condition I but the stronger tendency is to move towards condition III.

Condition III is a stable condition. The task uncertainty of the school has been defined as simple (p. 27). Students are to be treated as if they all learn in the same manner at the same rate. The teacher's orientation towards work is such that they perceive students in the same manner. In this situation the teacher perceives work as being a place to fulfill existence needs and possibly relatedness needs but not growth needs.

Condition IV is an unstable condition. The teacher in this instance is faced with less of a challenge than he or she wants. The job's defined task demands the teacher to minimize the learning differences between students and to apply a series of routine teaching techniques. The teacher's orientation towards work is to maximize the differences between students and to teach in a diagnostic-perscriptive manner that tries to respond to the needs of each individual student. In this situation higher order growth needs are frustrated by the fact

that the defined task does not capitalize on teacher's individual creativity or problem solving skills. These teachers seek to move to condition I. Prolonged frustration may mean that the teacher gives up trying to satisfy his or her higher order needs at work, thus moving to condition III.

Condition I represents the type of job fit that is most likely to be faced in an 'organic' school. Condition III represents the type of job fit that is most likely to be found in a 'mechanistic' school. There are three conclusions that can be made from this analysis. First of all, a stable job fit (with high satisfaction) can exist in both a mechanistic and an organic organization. Second, depending on whether the goal is to make the organization more organic or mechanistic, it is important to make the correct stable job fits. Third, any planned organizational change effort needs a critical mass of actors with unstable job fits, who are wanting to move in the direction of the planned change, be it organic or mechanistic.

Group Dynamics

In work settings where the individual is a member of a group whose task is complex the group dynamics will influence the way the group deals with their task uncertainty. Task uncertainty represents the antithesis of organizational action. When the members of a group confront uncertainty related to a specific task they also confront their own frustration and helplessness. How the group manages their frustration and helplessness as a group will have a direct influence on their ability to work effectively on complex tasks. (Bion, 1959;

Menzies, 1960; Jaques, 1955; Seligman, 1975; Pridham, 1975)

Bion (1959) describes two mutually exclusive conditions of a group life, each of which could occur in the course of any one group's activity: 1) work culture and 2) basic assumption culture.

1) The work culture group is defined by its ability to effectively act on a given task. A work group's ability to act effectively varies with the complexity of their task. Groups that continually face a high level of task uncertainty need to develop group problem solving skills in order to function effectively. The group process and leader behavior are two elements that influence the groups ability to act in a problem solving manner. When dealing with task uncertainty the group process needs to work through both the problem solving task and the group feelings that are generated by the task. Problem solving behavior as defined by Boyd exists when:

> (The behaviors) sequentially identify the problem, ascertain what is possessed, what is missing and needed for the solution of the problem, the plans to be executed, the ways to gather what is needed, the application of the resources to the problem, and the evaluation of the procedures taken and the outcome obtained in the light of what is sought (in Pridham, 1975, p. 231).

At times the problem may not immediately appear rational or solvable. This is when the group verges on frustration.

> If a group cannot locate surmountable obstacles the problem is insoluble for them. Under such circumstances the problem is one of accepting this reality and adjusting. Persistence in trying to solve insoluble problems leads only to frustration (Maier, 1973, p. 617).

At this point the work culture group may shift into becoming a basic assumption culture group unless the feelings of frustration are

contained. Containment of feelings means that the individual stays with the internal physical and psychological sensations that go with helplessness and frustration. Containment is a prerequisite to working through such imobilizing feelings. Beisser's (1970) paradoxical theory of change best expresses the importance of containment:

> The paradoxical theory of change, briefly stated is this: that change occurs when one becomes what he is, not when he tries to become what he is not. Change does not take place through a coercive attempt by the individual or by another person to change him, but it does take place if one takes the time and effort to be what he is--to be fully invested in his current position (p. 77).

The process of containment leads to change. The change may be in recognizing that the problem is unsolvable at this point in time or it may be in recognizing a totally new way of approaching the problem. Containment of feelings and problem solving behavior are two skills needed by a group in order to continually confront and deal with their task uncertainty.

In a work culture group the leader is seen as appropriately flexible in his or her decision making style with regard to Vroom's model (1973). When the group is faced with a high degree of task uncertainty the leader is seen as 'democratic' (Group II-Vroom) in style. The democratic leader facilitates effective problem solving by promoting; open communications, lengthy problem defining before working on problem solutions; and constructive conflict resolution (Maier, 1973, Ch. 22). The leader also helps the group 'stay with' the problem that it is confronting. The leader does this by helping the group own its 'in the present' feelings and behaviors that are

directly related to the task. If the group fails to own their behaviors and feelings as they relate to the task they will easily shift into becoming a basic assumption culture group. Leader behavior plays an important role in facilitating the group process. The more skilled the leader is in running a problem solving group and in helping the members of the group contain and work through task related feelings the more effective the group will be at problem solving.

2) The basic assumption culture group is typified by the groups' tendency to act as if the groups' task were one of three possibilities: a) dependency, b) fight-flight, c) pairing. Each of these behavior patterns is a result of the individual or groups' inability to contain their feelings of helplessness and/or frustration. The group begins to act in a way that they assume will alleviate their primal feelings of helplessness that are historically related to their personal needs for nurturance, protection and affiliation (Pridham, 1975). It appears that the group has been relinked to its primal feelings of helplessness because of the generalizability of helplessness (Seligman, 1975). The confusion that arises is because of the groups' inability to separate their history from their present experience.

Each of the three behavior patterns are initiated by specific acts of group members. There is a basic assumption belief, a basic assumption issue, a basic assumption group-leader perception, and a basic assumption goal that define each behavior pattern: a) dependency, b) fight-flight, and c) pairing (Pridham, 1975).

a) Dependency patterns exist when the members believe that they

can not rely on their own resources to complete the task, or that the inherent order of the situation is not as it should be. Issues of control will arise in this situation. Group members will turn to the group leader as the patriarchal sovereign, and fall back on the norms that deal with control, in order to seek a solution. The anticipated goal of the group appears to be nuturance.

b) Fight-flight patterns exist when members believe that something hated or inimical to the group is present which is either to be attacked or escaped. Issues of inclusion-exclusion will arise in this situation. Members will turn to the leader--as the tyrant, and the group's rules and norms that deal with boundaries and criteria for inclusion-exclusion, in order to seek a solution. The anticipated goal of the group appears to be protection.

c) Pairing patterns exist when members are concerned for the strength and soundness of the group's peer relationships upon which the hope of the group's future depends. Issues of affection will arise in this situation. Members will turn to the group's leader--as the love object, and the group's rules and norms that deal with myths and treatments, in order to seek a solution. The anticipated goal of the group appears to be affiliation.

Each of the basic assumption culture behavior patterns avoids dealing directly with the task at hand and the members feelings about their inability to perform the task. Moving a group from a basic assumption culture to a work culture is dependent on collective knowledge and action. The leader alone cannot make the shift. Training

can increase the groups' ability to stay in a work culture mode. If the work group is going to continually face more complex tasks and a high level of task uncertainty then the group members need to be trained in skills that maintain a work culture group. The effectiveness of the organization that is dealing with complex tasks is dependent on the ability of its members to exhibit work culture behavior.

Job Satisfaction

Job satisfaction is defined by Hoppock (1935) as "any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say 'I am satisfied with my job!'" (p. 48). This is a composite definition. The measure of job satisfaction in this manner is an overall statement of how the individual feels about her or his job. Job satisfaction is becoming recognized as an important output product that organizations need address themselves to (Lawler, 1973;Work in America, 1973).

Job satisfaction is a function of job fit and group dynamics. The more stable the job fit the more likely the reported level of job satisfaction will be high. In an extensive survey of the research on job satisfaction Srivastva (1975) found that from correlational studies that the following statements received most support:

1) The intrinsic nature of the work itself is positively related to satisfaction and negatively related to absenteeism and turnover.
2) Autonomy is positively related to satisfaction and performance.
3) Democratic supervisory style is positively related to satisfaction, but may be either positively or negatively related to performance.
4) Supportive supervisory style is positively related to satisfaction.

> 5) Organizational climate (reflecting support, open communications, and autonomy) is positively related to satisfaction and, in most cases, to performance. (p. xvi)

Statement 1) and 2) describe the characteristics of an expressive-complex job fit (condition I). Statements 3), 4) and 5) describe the characteristics of a work culture group.

In two different studies on job satisfaction of teachers it was found that the nature of the job fit and the overall group culture were the elements that influence job satisfaction (Yuskiewicza and Willower, 1973; and Coughlan, 1971). Yuskiwicza and Williower (1973) found that teachers who felt they worked with other teachers with similar attitudes towards students were more satisfied than teachers who felt they worked with other teachers with dissimilar attitudes towards students. The important factor was not whether teachers were custodial or humanistic in their attitude toward children but whether their attitude fit the group's prevailing norm. Coughlan (1971) found that teacher's level of job satisfaction was not dependent on any specific set of work values. He found that teachers in more open (organic) organizations were more satisfied in fulfilling higher order needs than teachers in closed (mechanistic) organizations. Coughlan also found that over a period of time the group would define the important elements of job satisfaction irregardless of the personal needs and goals of the individual.

Summary

Teachers like other workers appear to experience a general level of job satisfaction in both open and closed; or organic and mechanistic

organizations. With the organic organization there is more possibility of higher order than fulfillment, although this appears to be the goal of only some teachers. The group norms and culture have an important impact on defining the elements that relate to job satisfaction. Striving for job satisfaction as an organizational product is a complex venture. In order to be effective at producing job satisfaction three important elements: 1) personal job orientation, 2) task uncertainty and 3) the group dynamics, have to fit together.

The school has been described from the organizational perspective and the individual perspective. In the next section the school is placed in a historical and environmental context. This context is directly related to the school as an organization and its actors.

VI. PUBLIC EDUCATION: THE STUDENT AND SOCIETY

In modern society public schools have taken the task of educating the young. Historically this task was performed by the family (Pound and Bryner, 1973). It is important to understand that the public school is an extension of the family. How schools deal with their students reflects the overall society's view of parenting. Since the beginning of public education 150 years ago child-rearing patterns within our society have changed. Remember, the nature of the throughput (student), or how the throughput is perceived, governs the structure of the organization. Schools today are being pressured to change their structure in order to respond to the changes in child-rearing patterns present in society today. The organizational structure of

public schools is historically grounded in the child-rearing mode most prevelant during the early 1800's when public education started. The dilemma facing schools today is how to rebuild themselves in order to fit modern society's view and knowledge of child-rearing.

Child-rearing

DeMause (1974) in a psychological history of childhood classified six major forms of child-rearing as evidenced from history. Three of these modes seem most relevant to the history of public education:

1) The intrusive mode of child-rearing appeared in the 18th century. The child in this case was seen as a potentially sinful uncontrollable, and uncivilized being. The parents' primary task was to control the child.

> . . . the parents approached even closer and attempted to conquer its mind, in order to control its insides, its anger, its needs, its masturbation, its very will (DeMause, 1974, p. 52).

2) The socialization mode of a child-rearing came next and spans the nineteenth to the mid-twentieth centuries. The mode of child rearing is based primarily on the developments of Freud and the Behaviorists: Watson, Skinner, etc. The child in this case is seen as both psychologically vulnerable and behaviorally maleable to their parents and society (Skolnick, 1978). This mode of parenting focuses on "training it (the child), guiding it into proper paths, teaching it to conform, and socializing it"(DeMause, 1974, p. 52). In essence parents are responsible for the success or failure of their children according to this mode of parenting. The parent's primary task is to guide the child.

3) The helping mode of child-rearing begins in the mid-twentieth century. This mode of child-rearing is based on the proposition that:

> the child knows better than the parent what it needs at each stage of its life, and fully involves both parents in the child's life as they work to empathize with and fulfill its expanding and particular needs (DeMause, 1974, p. 52).

Here children are seen as fully functioning human beings with a mind and needs of their own. The parents role is to help the child in meeting or learning to meet his or her individualistic needs. This mode of child-rearing views parents as being influential in their child's development but not controlling it. A. S. Neil in his book, The Free Child (1952), and in his work at Summerhill best typifies this mode of parenting. The parent's primary task is to respond to the child's needs.

These three modes of parenting are still present today in various communities. Each mode defines a different task of parents: controlling, guiding, and responding. Schools in the manner in which they are run and organized tend to reflect these three different modes and primary tasks.

The History of Public Education

1800-1920. The roots of public education in New England go back to the late 18th and early 19th century. Children at the time were clearly seen as the property of their parents. The school as an organization was built on a service model. There are two basic service models:

1) Practitioner - object - owner

2) Server - Client (Goffman, 1961).

The difference between these two models is that in the first case the practitioner works on the owner's property and in the second case the practitioner works directly on the owner. The school as an organization originally modeled the first case. The owner was the parent, the property was the parent's child and the practitioner was the teacher. In early schools the parents exercised direct control over the schools and its teachers. Both the school and the family during this period viewed the child as basically 'sinful' and needing to be controlled by adults (DeMause, 1974; Butts and Cremin, 1953). The intrustive mode of child rearing was pervasive during this era. It is important to note that our public education was designed and founded on the belief that the child was a sinful being that needed to be controlled. At this period in history a basic congruency on how children should be treated existed between parents and teachers. The teaching technology of the time was very simple. One or two basic techniques were universally applied; rote memorization and the rod. The organizational structure was also congruent with the general attitude that children were the property of their parents. The organization was designed to facilitate the practitioner in completing the service for the owner. Little or no attention was given to the student as a unique individual with unique needs. The primary task of school was to teach the three R's: reading, writing and arithmetic.

1920-1960. In the early 20th century the common mode of parenting began to shift from the intrusive mode to the socialization mode. This shift in parenting created an educational dilemma for

schools. Each mode of parenting supported a different teaching technology. The intrusive mode of parenting believed that:

> the traditional ways of teaching as represented in the older and well-established subject matters were the best. They stood generally for insistence upon relatively narrow curriculum of the three R's and the accepted subjects of English, grammar, mathematics, history and science. They were likely to deplore the addition to the curriculum of such 'fads and frills' as the arts and music. They stressed the acquisition of information and logically organized bodies of knowledge as the chief goal of education. They asserted belief in traditional methods of memorizing, drill, and skill with major emphasis upon learning from books. They assumed that education was likely to be hard and disagreeable but that strict application and exertion of effort was the best training for learning to meet the demands of adult life. (Butts and Cremin, 1953, p. 541)

On the other hand the socialization mode of parenting believe differently:

> They criticized the narrow 'lifeless' curriculum of the three R's and argued that a much wider range of experience should be brought into the schools to enrich the curriculum by means of creative, expressive, physical, handcraft, and social activities. Thus they were more likely to find educative value in play activities, in recreation and physical education, in the several art forms and dramatics, in instrumental and vocal music, in manual arts, in home economics, and in social studies. They were likely to argue that social attitudes, personal habits, and personality development were as important as, if not more important than, the acquisition of facts and subject matter or the development of skills by memorization and drill. They insisted that learning was best when the learner was interested in what he was doing and the learning could be promoted by active experiences as well as, if not better than, by reading. They argued that the learner must be helped to live his life in family, neighborhood, and community by relating these activities to his school life while he was still in school. They believed that much greater freedom for the individual child to learn at his own rate and to develop his interests was preferable to a standardized system of class learning and promotion or failure by rigid grade levels.(Butts and Cremin, 1953, p. 541)

Along with the socialization mode of child rearing came the child labor movement, separation of church and school, increased level of federal and state influence on public education, and a more universal attempt to educate students who had previously been excluded from public schools (minority students and the poor). During this period the student began to be seen as a being that was easily moldable by their environment. The task of the school was to mold these children into future citizens. At this time the student became the joint responsibility of the parents and the state. The school as an organization became more complex. It now had to respond to many different groups. The simple service model no longer fit.

The socializing mode of parenting recognizes the variability in the learning styles of children. But it assumes that it knows what is best for the child to learn. The organization of these schools is based on variability in teaching styles aimed at achieving the goals defined by the staff, parents, state, etc. The student fits the organization as long as his or her needs are congruent with the schools educational goals.

1960-Present. By 1960 the socialization mode of educating was generally recognized by educators as more effective than the intrusive mode. Although certain communities still clung to the intrusive beliefs.

> By mid-century professional educators were noticeably distressed by the criticisms of the schools, and they found much of it to be unjustified. Whenever they turned for evidence to the careful research of psychologist, sociologists, curriculum experts, and guidance specialists, they found that the weight of evidence favored sound

> modern methods of teaching. Children learned more in quantity and quality with modern methods than with traditional methods. They were also learning much better personal and social attitudes towards themselves and their bodies. Their relationships with others and their understanding of their physical surroundings and the society in which they lived were also superior. Whether the professional could convince the public of the superiority of modern methods remained a question (Butts and Cremin, 1953, p. 542).

Just as the socialization mode seemed to be in its prime the next mode of child-rearing emerged in the public schools in the 1960's as the Alternative School movement. Neill's book Summerhill (1960) seemed to mark the start of this movement and to express the ideals of the movement (Cremin, 1976). A. S. Neill states his philosophy clearly: "My view is that a child is innately wise and realistic. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing" (Fantini, 1976, p. 5). Other educational authors like Ivan Illich, Paul Goodman, John Holt, Herbert Kohl, and George Dennison all expressed a similar philosophy of education based on the rights of the student to free choice in educational settings. Since 1960 federal legislation and court rulings have increased the civil rights of students. Children are no longer the property of their parents.

During this era the Alternative School movement began to view the student as a being that has a right to free choice. The student no longer was viewed as a blank slate whose destiny was to be determined solely by his or her parents or teachers. The student in this case is viewed as a human being with innate existence, relatedness, and growth needs. The student is faced with trying to satisfy these

needs within the school setting. The learning of basic skills may only be tangentially related to the existence, relatedness and growth needs the student is working to satisfy. The task of the school in this case is two fold: 1) increase the student's skill level in a way that 2) promotes the students satisfaction of their innate needs. Achievement tests indirectly measure the student's basic skill level. Self concept tests indirectly measure the student's level of satisfaction with respect to concerns they have about themselves (Jersild, 1952).

The school in order to model the helping mode of child-rearing is faced with having to perform in a more complex manner. The school in this case needs to be responsive to the needs of students, staff, parents, and the community at large. The products of such a school are: 1) student skills, 2) student self-concept, 3) staff job satisfaction, and 4) parent and community satisfaction with schools. This increased level of complexity demands more from the workers and the community than in the case of the intrusive mode or socialization mode of education. DeMause (1974) has indicated the helping mode of child-rearing involves a "tremendous amount of time, energy and discussion on the part of both parents" (p. 52).

The helping mode of education demands a complex technology and an organic organizational structure. It also needs teachers, principals, administrators, and parents who see students as having rights and needs of their own that have to be addressed as part of the educational process. The rights and needs of the students in turn

have to interact with the rights and needs of parents and staff. How the rights and needs of these various groups interact will directly influence the organizational structure and operations of a given school.

Pupil Control Ideology and Organizational Climate

A pupil control ideology continuum summarizes how the different child rearing modes manifest themselves in the attitude of educators and parents. Pupil control is an essential ingredient of the operation of schools. The attitudes and methods that adults use to control students implicity reflects a certain child-rearing mode. Gilbert

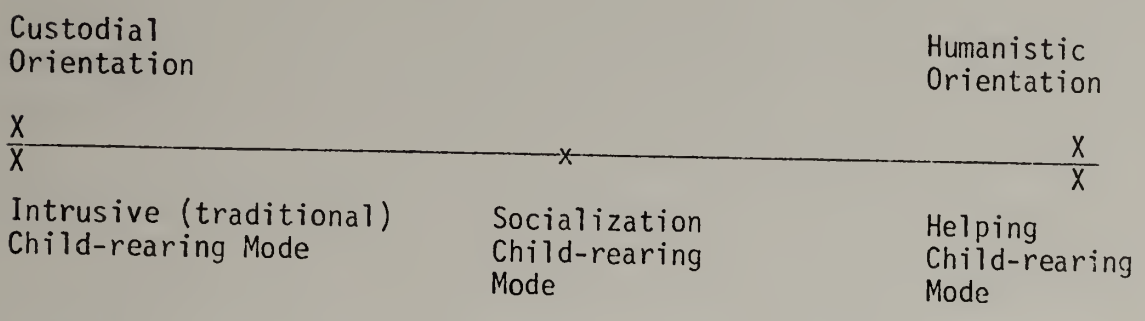


Figure 6. Pupil Control Ideology Continuum

and Levinson (1957) in their study of mental hospital staff conceptualized a control ideology continuum ranging from "custodialism" at one extreme to "humanism" at the other. Willower et al (1967) applied this model to schools. He used these to characterize schools with 1) a custodial orientation, and 2) a humanistic orientation:

> The rigidly traditional school serves as a model for the custodial orientation. This kind of organization provides a highly controlled setting concerned primarily with the maintenance of order. Students are stereotyped in terms of their appearance, behavior, and

> parents' social status. They are perceived as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Teachers do not attempt to understand student behavior, but instead, view it in moralistic terms. Misbehavior is taken as a personal affront. Relationships with students are maintained on as impersonal a basis as possible. Pessimism and watchful mistrust imbue the custodial viewpoint. Teachers holding a custodial orientation conceive of the school as an autocratic organization with rigidly maintained distinctions between the status of teachers and that of pupils: Both power and communications flow downward, and students are expected to accept the decisions of teachers without question. Teachers and students alike feel responsible for their actions only to the extent that orders are carried out to the letter.
>
> The model of the humanistic orientation is the school conceived of as an educational community in which members learn through interaction and experience. Students' learning and behavior is viewed in psychological and sociological terms rather than moralistic terms. Learning is looked upon as an engagement in worthwhile activity rather than the passive absorption of facts. The withdrawn student is seen as a problem equal to that of the overactive, troublesome one. The humanistic teacher is optimistic that, through close personal relationships with pupils and the positive aspects of friendship and respect, students will be self-disciplining rather than disciplined. A humanistic orientation leads teachers to desire a democratic classroom climate with its attendant flexibility in status and rules, open channels of two-way communication, and increased student self-determination. Teachers and pupils alike are willing to act upon their own volition and to accept responsibility for their actions (pp. 5-6).

Appleberry and Hoy (1969) also found that in public elementary schools with an open organizational climate that teachers express a more humanistic orientation towards students.

Halpin and Croft (1962, 1963) describe organizational climate as the personality of the school. The school's personality or climate is defined by the nature of teacher-teacher and teacher-principal interactions. As a result of their extensive research on the organizational climate of public elementary schools Halpin and Croft (1962) developed

a closed-open continuum to summarize the different types of organizational climates that they encountered:

> The closed climate is characterized by a high degree of apathy among all organizational members. The school seems stagnant; morale is low because satisfaction is obtained from neither task achievement nor fulfillment of social needs. The main characteristic of the closed climate is the "inauthenticity" of the behavior of all organizational members.
>
> The open climate is portrayed as an energetic lively organization which is moving toward its goals while simultaneously providing satisfaction for the members' social needs. Leadership acts emerge from both the group and the leader. Group members do not overemphasize either task achievement or social needs satisfaction but in both instances satisfaction seems to be obtained easily and almost effortlessly. The basic characteristic of the open climate is the "authenticity" of the behavior that occurs among all the group members (Appleberry and Hoy, 1969, pp. 75-76).

It appears that both the pupil control ideology of the staff and the school's organizational climate are interrelated. Schools that tend towards the helping child-rearing mode are reported as being more humanistic in their attitude towards students and more open in their organizational climate. These characteristics are congruent with an "organic" organization. A custodial orientation towards students and a closed organizational climate seem to typify the "mechanistic" organization.

Summary

Today the public school is faced with trying to respond to the needs of many different groups of people. Strongly opposing forces seem to be meeting head-on in the public school setting. On one hand is the federal and state government demanding that schools be more

universal in the students they serve. Parents are slowly moving away from the intrusive mode of parenting towards the helping mode of parenting. They are demanding that the way schools treat their children reflect this change in child-rearing beliefs and behaviors. On the other hand school budgets are being cut. The local communities are giving less to public education. The dilemma facing public edicators is how to make our schools perform at a more complex level without greatly increasing the amount of resources needed. The next section will deal with one theory of organizational change that tries to address this dilemma.

VII. PLANNED ORGANIZATIONAL CHANGE AND THE SCHOOL

Planned organizational change is a social process by which members of each activity system collectively re-define a) the way they perceive and b) the way they work on the throughput they are trying to change. The technical activity system of the school is described as being greatly influenced by the operation of its institutional and managerial activity systems. In order to bring about a planned organizational change in a school it is necessary to effect an appropriate change in each activity system. In order to effect a change in how each activity system perceives and works on the throughput it is necessary to understand: 1) the change process and 2) the change dimensions of each activity system. Each of these areas are discussed in detail.

The Change Process

The change process describes how the organization is changed

from its initial operating state to new operating state. The change process is best described by its 1) reflective aspect and 2) sequential aspect. Each of these aspects are discussed in detail.

Reflective Aspect

The reflective aspect of the change process refers to the fact that any change process behaviorally makes a statement about the people and organization it is trying to change. If the change effort is to be successful the process statement needs to reflect the goals of the change effort. A basic incongruency exists in autocratically forcing teachers to be democratic. The autocratic process does not reflect its democratic goal. The change process reflects the goal when teachers are actively involved in learning how to be democratic.

The goal of this study is to report a planned organizational change process aimed at making a school more responsive to the needs of students, their parents, the staff and the community at large. The change process can be characterized by any one of the three child-rearing modes. In this analogy the people that are bringing about the change are viewed as the parents and the people and organization that is the target of the change are the children. A change process that is based on the intrusive mode of parenting acts as if the organization and its members are basically evil and needs to be controlled. A change process that is based on the socialization mode of parenting acts as if the organization and its members are completely maleable. By manipulating the distribution of various resources a desired change can be effected. A change process that is based on the

helping mode of parenting acts as if the organization and its members know what is best for themselves in relationship to their primary task. By directly dealing with the needs and concerns that emerge from the work setting the desired change is more clearly defined and more easily implemented. A change process that is based on the helping mode of parenting best reflects the stated goal of this study. In order to create a school that will deal with students primarily from the helping mode, the actors who are leading the change effort need to deal with the target school, its staff and parents, from a helping mode.

The helping mode when used in an organizational change context involves: 1) planning, 2) fact-finding, and 3) execution (Lewin, 1947, p. 333). Planning involves the formulation of an objective. Fact-finding involves the gathering of sufficient information and suport in order to formulate 1) an over all plan of how to reach the objective and 2) a decision in regard to the first step of action. Execution involves the implementation of the overall plan. The execution stage also involves fact-finding that is aimed at evaluating the effectiveness of the intervention. Planning, fact-finding, and execution is an interactive process. As part of the helping mode change process it is used over and over again in response to the needs of the organization's internal and external communities.

Sequential Aspect

The sequential aspect of the change process refers to the general steps an organization needs to take in order to bring about

planned organizational change. One major way of initiating planned organizational change in human service organizations is to increase the organization's task uncertainty by confronting it with a social problem its technical system is failing to respond to. The intent of this strategy is to force the technical system to re-define its primary task in a way that satisfactorily responds to the social problem. The managerial and institutional system also need to change to support the technical system at its new task. Blumer (1971) outlines a general process by which social problems move from being defined to being acted on by the organization or community:

> 1) emergence of a social problem, 2) the legitimation of the problem, 3) the mobilization of action with regards to the problem, 4) the formation of an official plan of action, 5) the implementation of the official plan (p. 301).

At best, this is an interactive process in which each step as it is being worked through alters the previous work. This then results in a constant recycling until a collective resolution is worked out. At its worst, the various steps become disconnected from one another. It is important to understand each of these steps and their impact on the planned change effort.

1. Emergence of a social problem. Blumer (1971) states that:

> social problems are fundamentally products of a process of collective definition instead of existing independently as a set of objective social arrangements with and intrinsic make up (p. 298).

With this in mind, the first step in the (social) problem definition process is identifying who feels a problem exists and what they think the problem is. In a school system the staff, students, parents, administrators, and school board members are the actors that collectively

define the school's social problems. Each actor tends to define problems related to the activity system in which he or she is most involved. Teachers, students, and parents tend to define problems related to teaching and learning. Administrators and principals tend to define problems with regard to boundary control and resource distribution. The school board members tend to define problems with regard to policy and budgeting. During this stage the planning-fact finding-execution process helps to define a problem that addresses the felt needs of all three activity systems.

2. Legitimatization of the Problem. During this stage of development the focus of work is on getting the institutional system to publicly own that a specific problem exists. By owning the problem the institutional system is making a policy statement. In effect they are saying that the technical system needs to respond more effectively. It is important that the problem the institutional system specifically owns be congruent with the felt needs of the technical and administrative systems. This also means that the more specific the facts get in supporting the existence of a problem the more directly certain people get seen as not performing their jobs. In order for a system or individual to own that a problem exists it is necessary to admit failure at some level. This, in turn, generates all the difficult feelings that arise with regard to failure. Keeping this in mind, it is necessary for the problem to be stated in a way that challenges the administrative and technical systems but doesn't isolate them. It is important to remember that if the technical system and administrative system disqualify the problem,

when it comes time to act on the problem, they are the main actors, and without their support little is likely to be accomplished.

3. Mobilization of Action. This stage of the process boils down to leadership and power. The word "mobilization" conjures up the image of the President calling up the National Guard in preparation for war. This image isn't all that different from what happens during this stage. Previous to this stage the institutional system declared publicly that a given problem exists and that the system needed to address this problem. At this point it is the responsibility of the administrative system to deal with the legitimized problem. What the administrative system has to decide is: 1) who within the administrative system will be given the responsibility for addressing the legitimized problem, and 2) what resources and actors will be allocated to his maneuver? How these decisions are made depends on the administrative system's characteristic decision making style. For instance, if the administrative system has a history of problem solving and collaboration they are likely to deal with this new problem in a similar manner. On the other hand, if the normal mode of decision making is strictly autocratic--where the superintendent collects the data from the other administrators and makes the decision himself or herself--then this too is dealt with in an autocratic style. The administrative system is an on-going, functioning system. In order to operate it has had to learn how to assign responsibility and allocate resources. Over the years a decision making process has been established that insures that the administrative system completes these tasks. Whether this decision making process was established

consciously or unconsciously does not matter. What is important to recognize is that during the mobilization stage decisions are made concerning the legitimized problem in a manner that is characteristic of how the administrative system works. It is also important to be aware of how the decision making process reflects on the goals of the change effort.

4. Formation of an Official Plan of Action. This stage involves working in a cooperative manner to successfully deal with the various needs of the total system. Important questions that need to be addressed during this stage are: Who are the main actors and how will they come together? Does the plan address the concerns of all three activity systems as outlined in the first stage? Again the administrative system plays an important role in coordinating these activities. The task of this stage is to put together a plan of how people will come together and work towards the direction that was decided in the previous stage. In keeping with the helping mode of problem solving, this plan needs to reflect Lewin's planning-factfinding-execution model. In order to reflect this model the plan of action needs to be organized as a series of decisions, any of which may alter the plan itself and the process of implementation. These decisions involve the cooperation and support of the various groups that are directly affected by the specific project, i.e., teachers, parents, administrators, students, and school board members. At this point the decisions are focused more around how the project will be implemented; not whether it should be implemented. The question of whether or not

the system should act needs to be dealt with at the legitimization and mobilization stage.

5. Implementation of the Plan of Action. The plan of action is likely to involve both short-term and long-term goals. The short term goals are likely to be aimed at organizing or re-organizing resources. These resources are being brought together in some new way in order that the technical system can deal more effectively with the defined problem. In some cases it may mean a whole new technical system. Once the group of actors have been organized as a work group the question then is: Can this group work on the legitimized problem in a more effective manner? Since this is the goal of the change effort it is necessary to develop conscious strategies for increasing teacher's ability to perform their task at a more complex level. The ability to answer this question is likely to take years to answer and will undoubtedly involve the long term goals of the project.

Blumer's five steps outline a sequential process for moving from awareness to action. While going through these steps it is important to have a clear understanding of how the activity systems of the target organization interact. Each activity system and its separate dimensions need to be incorporated into the overall change effort.

The Change Dimensions of the Activity Systems

Each activity system of a school can be characterized by its specific dimensions. These dimensions directly influence how the activity systems of the school function. In this chapter each activity system of a school is characterized by the levels of task uncertainty

that the respective actors face. Each level of task uncertainty constitutes a dimension that directly influences how the activity systems of the school function. It is also important to consider those dimensions through which the external community influences each activity system. Tables 3 and 4 are a matrix presentation of the dimensions (task uncertainty levels) of each activity system, for both the internal and external community, that most influence how the organization is structured and operates. Any effort at planned organizational change needs to consciously address the impact these dimensions have on effecting planned change.

Two organizational types of schools have been characterized throughout this chapter: 1) the mechanistic organization and 2) the organic organization. Table 3 briefly summarizes how a mechanistic school would characteristically deal with each level of task uncertainty. Table 4 briefly summarizes how an organic school would characteristically deal with each level of task uncertainty. Tables 3 and 4 are extremely important for they characterize opposite ends of an organizational continuum, specifically with regard to schools. It is now possible to use this continuum to more clearly define and operationalize planned organizational change. Planned organizational change in schools involves making the school less mechanistic and more organic. The change process involves making each activity system and its dimensions less mechanistic and more organic. The following section explains the various dimensions of Tables 3 and 4 in more detail. It specifically describes each dimensional characteristic for both the mechanistic and organic school. These dimensional characteristics are taken directly from this chapter.

TABLE 3

TASK UNCERTAINTY LEVELS

	Internal Community	External Community
Technical System	1. Task Definition: Simple--variability in student learning style is minimized -low need for group problem solving skills 2. Product: Student achievement of basic skills 3. Nature of Interaction: Staff-student-control ideology of staff is custodial -Staff-staff and staff-principal report the organizational climate as closed. 4. Job Characteristics: Job fit - instrumental orientation with regard to a simple task: stable fit -Job satisfaction--generally high	1. Child-Rearing: Intrusive and socialization modes--child must measure up to the school's requirements. Control ideology of parent is custodial. 2. Parent-Teacher Interaction: Parents perceive staff as being closed to the concerns and influence of the parents.
Managerial System	1. Decision-making: Simple--principal and administrators maintain one style of decision. It tends to be autocratic in nature. 2. Control and Coordination of Actors: Principal follows established procedures that may or may not fit the organization's and staff's immediate needs. 3. Resource Distribution: Principal maintains direct control of as many resources as possible. 4. Boundary Control: Closed--management of boundary is controlled by the principal, all communications going in or coming out are monitored by the principal.	1. Parent-Principal Interaction: Parents perceive principal as being closed to the concerns and influence of the parents. 2. Parent-School Interaction: Parents perceive the school as being closed to the concerns and influence of the parents.
Institutional System	1. Policy: Tends to be selective in the choice of students the school system tries to serve. The college bound student is generally seen as the schools' target population. Students who are not college bound have few options. 2. Budgeting: Direct financing with a limited supply of resources available.	1. The community marginally supports the value of education. Students are expected to measure up to the school and its standards. The responsibility for failure is placed totally on the student.

TABLE 4

TASK UNCERTAINTY LEVELS

		Internal Community	External Community
Technical System	1. Task Definition:	Complex--variability in student learning style is maximized. -high need for group problem solving skills.	1. Child-Rearing: Socialization and Helping modes--child's needs must be diagnosed and acted on by the school's educational program. The control ideology of the parent is humanistic.
	2. Product:	Student achievement of basic skills. Student achievement of positive self concept.	2. Parent-Teacher Interaction: Parents perceive the staff as being open to the concerns and influence of the parents.
	3. Nature of Interaction:	Staff-Student--control ideology of the staff is humanistic. Staff-staff and staff-principal-staff report the organizational climate as being open.	
	4. Job Characteristics:	Job fit--expressive orientation with regard to a complex task; stable fit. Job satisfaction--generall high.	
Managerial System	1. Decision Making:	Complex--principal and administrators are diagnostic and flexible in their decision making style.	1. Parent-Principal Interaction: Parents perceive principal as being open to the concerns and influence of the parents.
	2. Control and Coordination of Actors:	Principal works in problem solving manner to fit staff and organizational needs.	2. Parent-School Interaction: Parents perceive the school as being open to the concerns and influences of the parents.
	3. Resource Distribution:	Principal establishes different procedures that fit the concerns and needs of the staff involved.	
	4. Boundary Control:	Open--principal manages boundary in a diagnostic and flexible style.	
Institutional System	1. Policy:	Tends to be universal in the choice of students the school system tries to serve. The education of all students in the community is the mandated responsibility of the public school system.	1. The community values education and strongly supports it. The school is seen as needing to meet the individual needs of students. The responsibility for failure is placed on the organizations inability to adapt to the students educational needs.
	2. Budgeting:	Direct financing with an adequate supply of resources.	

Technical System

Internal Community. In the technical system's internal community there are four dimensions that characterize the mechanistic-organic nature of the activity system: 1) task definition, 2) product, 3) nature of interaction and 4) job characteristics.

1. Task definition. In a mechanistic school the task uncertainty is defined as simple. Variability in student learning style is minimized. All students are treated as if they learn in the same manner at the same rate. In an organic school the task uncertainty is defined as complex. Variability in student learning style is maximized. All students are treated as if they learn in a different manner and/or at a different rate. In an organic school group problem solving is a necessary skill. Since teachers are faced with a high level of task uncertainty it is necessary to draw on the skills of the total group to help solve problems.

2. Product. The recognized product of the mechanistic school is student achievement of basic skills. The recognized product of the organic school is more broadly defined. The product is defined as the achieving of basic skills in a way that promotes positive self concept.

3. Nature of Interaction There are two major types of interaction that influence the educational process: 1) staff-staff and staff-principal and, 2) staff-student. In a mechanistic school the staff-student interaction pattern is seen as custodial: students need to be controlled by adults. In an organic school the staff-

student interaction pattern is seen as humanistic: students are seen as being able to control themselves. In an mechanistic school the staff-staff and staff-principal interaction pattern is defined by the organizational climate as being closed. In an organic school the staff-staff and staff-principal interaction pattern is defined by the organizational climate as being open. It is important to note that there is a greater potential for students and staff to fulfill higher order needs in the organic school. Higher order needs, like relatedness, are more easily achieved when the interaction between staff and student is humanistic and the climate between the staff is open.

4. Job Characteristics. The job characteristics of the school can be divided into two related categories: job fit and job satisfaction. Job fit is the fit that exists between the teacher's orientation towards work and the complexity of the job. Four job fit conditions exist. In the mechanistic school the job fit that is most stable is the instrumental-simple condition. The instrumental-complex condition is unstable but the teacher will tend to make it stable by seeking an instrumental-simple fit. It is important to realize that teachers who fit these two conditions are less likely to be satisfied with a change in the organization that wants to make their job more complex. They tend to be more satisfied with their job when there is a stable fit. On the other hand, in an organic school the job fit that is most stable is the expressive-complex condition. The expressive-simple condition is unstable but the teacher will tend to make it stable by seeking an expressive-complex condition. It is important to realize that teachers who fit these two conditions are more likely to be satisfied with a change in the

organization that wants to make their job more complex. They too tend to be more satisfied with their jobs when there is a stable fit. They are a critical group around whom the organizational change effort must be designed. They most immediately experience and support the need for organizational change at the teaching level. The absence of such a group makes the change effort externally imposed. Externally imposed change efforts that do not address the immediate felt needs of the teachers are likely to fail.

External Community. There are two dimensions of the technical system's external community that reflect the mechanistic-organic nature of the technical system: 1) child-rearing mode and 2) teacher-parent interaction.

1. Child-rearing Mode. When the school tends to be mechanistic, and there is a parent-teacher fit in child-rearing, then the parents tend to operate out of an intrusive and/or socialization mode of parenting. Like the teachers they see their children as constantly needing to be controlled by adults. When the school is organic and there is a parent-teacher fit for child-rearing, then parents tend to operate out of a socialization and/or helping mode of parenting. Like the teachers the parents tend to see their children as being able to learn how to control themselves. The absence of a fit in either case results in a pressure to change. The mechanistic organization is likely to ignore the difference as long as possible and protect the teachers from having to change. The organic organization is more likely to deal with the difference openly. This process is likely to result in both the teachers and the parents changing or allowing the difference to exist.

2. Teacher-Parent Interaction. When the school tends to be mechanistic and the teaching task simply defined there is little need for parent input. In this case parents perceive the staff as being closed to their concerns and influence. When the school tends to be organic and the teaching task is defined as complex there is need for parent input. In this case parents perceive the staff as being open to their concerns and influence. How teachers treat the parents is a reflection of how they treat their students. If students need to be controlled so do parents; but if students need to be responded to then so do parents. Parent satisfaction is likely to be based on a congruency of fit. If parents expect teachers to control their kids they are more likely to be satisfied when teachers act the same towards them. It is difficult to implement planned change aimed at making the parent-teacher interaction more open unless such a need exists.

Managerial System

Internal Community. In the managerial system's internal community there are four dimensions that characterize the mechanistic-organic nature of the activity system: 1) decision making, 2) control and coordination of actors, 3) resource distribution, 4) boundary control.

1. Decision making. In a mechanistic school the decision making style of the principal and/or administrators tends to be simple. The principal tends to make decisions in one characteristic style which is usually autocratic. Since the teaching task is simply defined there appears to be little cause for problem solving groups and a varied decision making style. In an organic school the decision making style

of the principal and/or administrator tends to be complex. The principal tries to diagnose the situation and engage in an effective decision making style. The principal's decision making style will vary with the rationality of the problem and the need for subordinate support in order to execute the decision. Since the teaching task is defined as complex there will also be a need for the principal to facilitate problem solving groups. A change in the school's technical system from mechanistic to organic needs to be accompanied by a similar change in the decision making style of the principal. Unless the decision making style of the principal fits the planned change the change effort is likely to fail.

2. Control and Coordination of Actors. In a mechanistic school the principal tends to control and coordinate actors according to established policy and procedures. These actions may or may not fit the immediate needs of the organization and/or the staff. When dealing with uncertainty and the feelings these actions generate the principal and staff group are likely to create a basic assumption culture that exhibits behaviors of dependency, fight-flight, and pairing. In an organic school the principal tends to control and coordinate actors in a problem solving manner that is aimed at maximizing the fit between the organization's and the staff's needs. When dealing with the uncertainty and the feelings these actions generate the principal and group are likely to create a work group culture that exhibits problem solving behavior and containment of feelings.

3. Resource Distribution. In a mechanistic school the principal exercises direct control over the distribution of the organization

resources. How the principal distributes the resources reflects his or her decision making style, which is likely to be autocratic. In an organic school the principal establishes different resource distribution procedures that fit the concerns and needs of the staff and students involved. How the principal decides on these procedures reflects his or her diagnostic decision making style. The mechanistic distribution of resources tends to reinforce staff dependency on the principal. Whereas the organic distribution of resources tends to reinforce interdependency between the staff, and between the staff and the principal. The more complex the teaching task is the more there is a need for the staff to work in an interdependent manner. Teachers need to share information and resources in order to complete their complex teaching task. If the resource distribution procedure does not reinforce staff interdependency then the staff will fail to work at a more complex task uncertainty level.

4. Boundary Control. In a mechanistic school the principal manages the boundary control between the schools internal and external communities in a closed style. All communication going out or coming in is monitored by the principal. In an organic school the principal manages the boundary control between the schools internal and external communities in an open style. The principal tries to manage the boundary in a diagnostic flexible style. If done effectively both teachers and parents actively influence each other. This process in turn increased the level of parent-teacher child-rearing fits.

External Community. There are two dimensions of the managerial system's external community that reflect the mechanistic-organic nature of the managerial system: 1) parent-principal interaction and

2) parent-school interaction. These two dimensions are closely related to each other.

1. Parent-Principal and Parent-School Interaction. When the school tends to be mechanistic and the teaching task simply defined, there is little need for parent input. In this case the parents perceive the principal and the school as being closed. This perception is related to how the principal manages the boundary of the school. When the school tends to be organic and the teaching task defined in a complex manner, there is an added need for parent input. In an organic school parents perceive the teachers, the principal and the school as being equally open to their input. If one group tends to be less or more open than the others an incongruency exists. Ideally this congruency if managed well will help to increase the overall level of openness. If managed poorly it may decrease the overall level of openness. It is important that the principal manage the boundary in a way that supports open communications between the school's internal and external communities at all levels.

Institutional System

Internal Community. In the institutional system's internal community there are two dimensions that characterize the mechanistic-organic nature of the activity system: 1) policy and 2) budgeting.

Policy. In a mechanistic school system policy tends to be selective in the choice of students the school system tries to serve. The college bound student is generally perceived as the schools target population. Students who are not college bound have few options. In an organic school system policy tends to be universal in the choice of students the school system tries to serve. The school system generally

attempts to meet the educational needs of all the community's school age children.

Budgeting. In a mechanistic school system the schools tend to be supported by direct financing. The supply of resources available to public education tends to be limited. In an organic school system the schools tend to be supported by indirect financing. The supply of resources available to public education tends to be adequate. Any attempt at planned organizational change initially costs the school system more. In a mechanistic school system initial start up costs are likely to be indirectly funded by the state or federal government. This creates problems at a later date when the school system is expected to assume the total cost. In an organic school system the school system is more likely to fund its own start up costs. Since the system has taken full responsibility for the change effort from the beginning continued funding is more likely.

Internal Community. The values of the school system's external community directly effects the policy and budgeting dimensions of the institutional system. In a mechanistic school system the external community tends to marginally support public education. Students are expected to measure up to the schools standards. The responsibility for failure is placed totally on the student. In an organic school system the community tends to value education. The school is seen as needing to meet the individual needs of students. The responsibility of failure is placed on the inability of the organization to adapt to the student's needs.

Summary

Planned organizational change is an attempt to make a mechanistic organization more organic. In schools one major strategy of organizational change is to re-define the school's primary teaching task in a more complex manner. It is then necessary for each activity system to change in order to support the new level of task complexity.

Planned organizational change is described with regard to: 1) the change process and, 2) the change dimensions of the activity systems. The change process addresses how the change might be effected. The change dimensions address what specific changes need to take place in each activity system. Tables 3 and 4 summarize the particular change dimensions that characterize a "mechanistic" and "organic" school. This description of planned organizational change is used in the analysis of the case study material and the research material presented in Chapter 4.

VIII. SUMMARY

The ultimate goal of planned organizational change as discussed in this chapter is to insure that the actor-participant relationship is responsive to the needs of both the participant and the actor. This section summarizes the model presented for achieving such a goal. The model developed relates specifically to the public school.

First this section describes how a school operates. The model presented is a summary of the systemic, psychological and contextual forces that directly influence how a school is structured and how well it operates (as discussed throughout this chapter). A strategy for planned organizational change is then delineated. Once the strategy is determined two important questions arise with regard to organizational change: 1) where are we going?, and 2) how are we getting there? Answers to these two questions are summarized.

How a School Operates

In order to describe how a school operates it is necessary to be able to describe how the various elements are functionally related. Figure 7 is a diagram of how the various levels of task uncertainty discussed in this chapter are functionally related. This diagram shows the school as an open system. The internal community of the school consists of three activity systems. The external community applies direct pressure across the school's organizational boundary onto each activity system. For the institutional system this pressure is in terms of the community voting to elect the school board members, who determine board policy and the budget. For the managerial system this pressure is

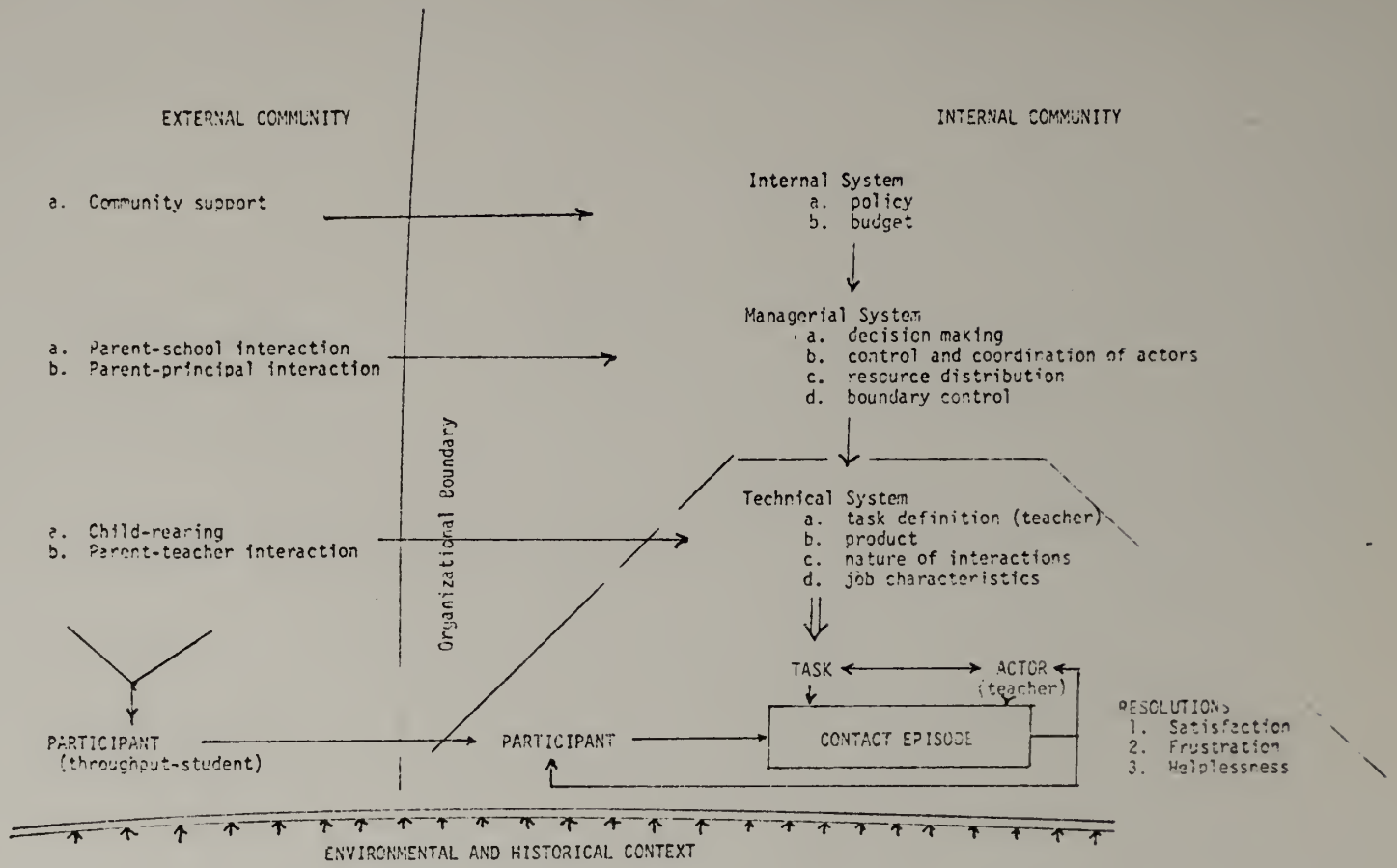


Figure 7. The Functional Relationships of the VArious Levels of Task Uncertainty and How They Influence the Teacher-Student Relationship Vis-a-vis the Contact Episode.

in terms of parents seeking to influence how the school and staff are run. For the technical system this pressure is in terms of parent's seeking to influence how the classroom is run. The environmental and historical context also exerts a direct influence on the school's internal and external community in terms of the predominate style of child-rearing that exists. Figure 7 also shows the various dimensions of task uncertainty that exist within each activity system. It has been argued that because of the absence of a clear teaching technology, how these various levels of task uncertainty are resolved, play a large role in defining the level of task uncertainty at which the technical activity system is expected to operate. The diagram shows how these various resolutions of task uncertainty flow into defining the 'task'. The technical system is shownas the teacher (actor) and the student (throughput-participant) coming together to complete the task in what is labeled a contact episode. The contact episode can be characterized by three types of resolutions: 1) satisfaction, 2) frustration, 3) helplessness. Satisfaction takes place when there is a resource exchange between the teacher and student that is congruent with the task and satisfies the needs of the student and the teacher. Such a resource exchange leads to continual growth and change. Frustration takes place when the resource exchange is incongruent with the task and the needs of the teacher and the student. Such a resource exchange can lead to problem solving on the part of the teacher and students and intern satisfaction, or it can lead to learned helplessness. Learned helplessness takes place when after a number of frustrating attempts to complete a specific resource exchange in response to a specific need the teacher

and/or student give up trying to satisfy the given need. This description of the school shows how the systemic and contextual forces play an important part in defining the student-teacher relationship vis-a-vis the 'task'. But the model also shows how the psychological forces involved in satisfying the innate needs of both the teachers and students also plays an important part in defining the student-teacher relationship vis-a-vis the contact episode. The contextual aspect that is missing are those specific actors and participants and how theiruniqueness both fit and challenge the model presented.

The Strategy for Organizational Change

From the previous discussion it is easy to see that the three elements: task, actor, and participant, play the most influential roles in determining the success of the contact episode (and the organization). In considering a strategy for organizational change these are the target elements. Each of these elements can be influenced or changed in different ways. It is most difficult to change the innate needs of the students, but the organization can select to work with only those students whose needs fit the organization's abilities. Because of the move to make communities responsible for educating all their students this type of selectivity is no longer legal in public schools. Like the students, it is most difficult to change the innate needs of the staff. It is possible to change the staff at a specific school through transferring, attrition, dismissal and hiring procedures. It is also possible to change how the organization operates which in turn may support or hinder the staff's ability to satisfy their needs. But in general,

a strategy aimed at changing the character of the individual actors (how one goes about satisfying one's needs) does not seem realistic. What appears most readily changeable is the 'task'. But even this is a complex process that involves the changing of numerous relationships between the internal and external community, and between the various activity systems within the internal community. The process of changing the task, if done well helps the organization to more fully utilize its staff, or it may make the organization aware of the limitations of its staff. What is important to recognize about this change strategy is that although actors may need to personally change how they go about satisfying their needs in order to support a new level of task uncertainty, the major target of change is not the actor or the participant but the organization and how it manifests itself in terms of its 'task'.

Where Are We Going?: Direction

Two types of organizations have been characterized in this chapter based on the level of task uncertainty at which the internal and external communities operate. The 'organic' organization operates at a high level of task uncertainty, the mechanistic organization operates at a low level of task uncertainty. Tables 3 and 4 summarize the task uncertainty levels, for each dimension, which characterize the organic and mechanistic school. As noted previously the preferred strategy of organizational change involves defining the primary task of the organization at a higher level of uncertainty. Using Tables 3 and 4 it is easy to see the various dimensions that need to be addressed in trying to make a school more organic.

TABLE 3

TASK UNCERTAINTY LEVELS

		Internal Community	External Community
Technical System	1. Task Definition:	Simple--variability in student learning style is minimized -low need for group problem solving skills	1. Child-Rearing: Intrusive and socialization modes--child must measure up to the school's requirements. Control ideology of parent is custodial.
	2. Product:	Student achievement of basic skills	
	3. Nature of Interaction:	Staff-student-control ideology of staff is custodial -Staff-staff and staff-principal report the organizational climate as closed.	2. Parent-Teacher Interaction: Parents perceive staff as being closed to the concerns and influence of the parents.
	4. Job Characteristics:	Job fit - instrumental orientation with regard to a simple task: stable fit -Job satisfaction--generally high	
Managerial System	1. Decision-making:	Simple--principal and administrators maintain one style of decision. It tends to be autocratic in nature.	1. Parent-Principal Interaction: Parents perceive principal as being closed to the concerns and influence of the parents.
	2. Control and Coordination of Actors:	Principal follows established procedures that may or may not fit the organization's and staff's immediate needs.	2. Parent-School Interaction: Parents perceive the school as being closed to the concerns and influence of the parents.
	3. Resource Distribution:	Principal maintains direct control of as many resources as possible.	
	4. Boundary Control:	Closed--management of boundary is controlled by the principal, all communications going in or coming out are monitored by the principal.	
Institutional System	1. Policy:	Tends to be selective in the choice of students the school system tries to serve. The college bound student is generally seen as the schools' target population. Students who are not college bound have few options.	1. The community marginally supports the value of education. Students are expected to measure up to the school and its standards. The responsibility for failure is placed totally on the student.
	2. Budgeting:	Direct financing with a limited supply of resources available.	

TABLE 4

TASK UNCERTAINTY LEVELS

		Internal Community	External Community
Technical System	1. Task Definition:	Complex -variability in student learning style is maximized. -high need for group problem solving skills.	1. Child-Rearing: Socialization and Helping modes- child's needs must be diagnosed and acted on by the school's educational program The control ideology of the parent is humanistic.
	2. Product:	Student achievement of basic skills. Student achievement of positive self concept.	
	3. Nature of Interaction:	Staff-Student--control ideology of the staff is humanistic. Staff-staff and staff-principal-staff report the organizational climate as being open.	2. Parent-Teacher Interaction: Parents perceive the staff as being open to the concerns and influence of the parents.
	4. Job Characteristics:	Job fit--expressive orientation with regard to a complex task; stable fit. Job satisfaction--generall high.	
Managerial System	1. Decision Making:	Complex--principal and administrators are diagnostic and flexible in their decision making style.	1. Parent-Principal Interaction: Parents perceive principal as being open to the concerns and influence of the parents.
	2. Control and Coordination of Actors:	Principal works in problem solving manner to fit staff and organizational needs.	2. Parent-School Interaction: Parents perceive the school as being open to the concerns and influences of the parents.
	3. Resource Distribution:	Principal establishes different procedures that fit the concerns and needs of the staff involved.	
	4. Boundary Control:	Open--principal manages boundary in a diagnostic and flexible style.	
Institutional System	1. Policy:	Tends to be universal in the choice of students the school system tries to serve. The education of all students in the community is the mandated responsibility of the public school system.	1. The community values education and strongly supports it. The school is seen as needing to meet the individual needs of students. The responsibility for failure is placed on the organizations inability to adapt to the students educational needs.
	2. Budgeting:	Direct financing with an adequate supply of resources.	

How Are We Getting There?: Process

Two important aspects of the change process that are discussed in this chapter are the reflective aspect and the sequential aspect. The reflective aspect of the change process indirectly addresses the old question, "Does the ends justify the means?" The position taken is that "The means need to be congruent with (or reflect) the ends". More specifically the author states:

> A change process that is based on the helping mode of parenting best reflects the stated goal of this study . . . The helping mode when used in an organizational change context involves: 1) planning, 2) fact-finding, 3) execution. (p. 80)

The sequential aspects of the change process refer to the general steps an organization needs to take in order to bring about planned organizational change. Five general steps are delineated by Blumer (1971):

> 1) emergence of a social problem, 2) the legitimation of the problem, 3) the mobilization of action with regards to the problem, 4) the formation of an official plan of action, 5) the implementation of the official plan. (p. 301)

How to work through each sequential step was discussed in detail (pp. 80-85), keeping in mind planning, fact-finding and execution and the helping mode of parenting.

Figure 8 is a way of mapping the level of involvement of the internal and external community during the different sequential stages. In order to be congruent with the helping model of parenting it is necessary that the map reflect a process which moves toward the high involvement of the internal and external community during the implementation stage. A critical factor that will alter the map is whether the initial motivation and impetus for change came from the internal

community or the external community. When the impetus for change arises from the internal community (see Figure 8) the implementation phase involves a great deal of work preparing and supporting the external community (parents) in an attempt to establish a process by which they can express their needs. This process also needs to respond to the needs of teachers, administrators, students and parents. On the other hand if the motivation for change comes from the external community this process takes place during the emerging stage. In either case the total internal community needs to be involved in the emerging stage. The institutional activity system needs to be most involved during the legitimization stage. The managerial activity system has to be involved during the mobilization and planning stage. Other activity systems or parts of the external community may also play an influential role during these stages depending on the given situation. Only the critical high level involvement areas have been mapped in figure 8.

It is important to note that the student is included as part of the internal community. In keeping with the helping model students also need to be highly involved whenever the technical system is highly involved. But, the including of parents into the process is an indirect way of assuring that the needs of students are represented. This is especially true for younger students. When considering younger students the map needs to indicate a high level of parent involvement in the implementation stage. But for older students the map needs to indicate a high level of student involvement at both the emerging and implementation stage. The different treatment of students based on age is a

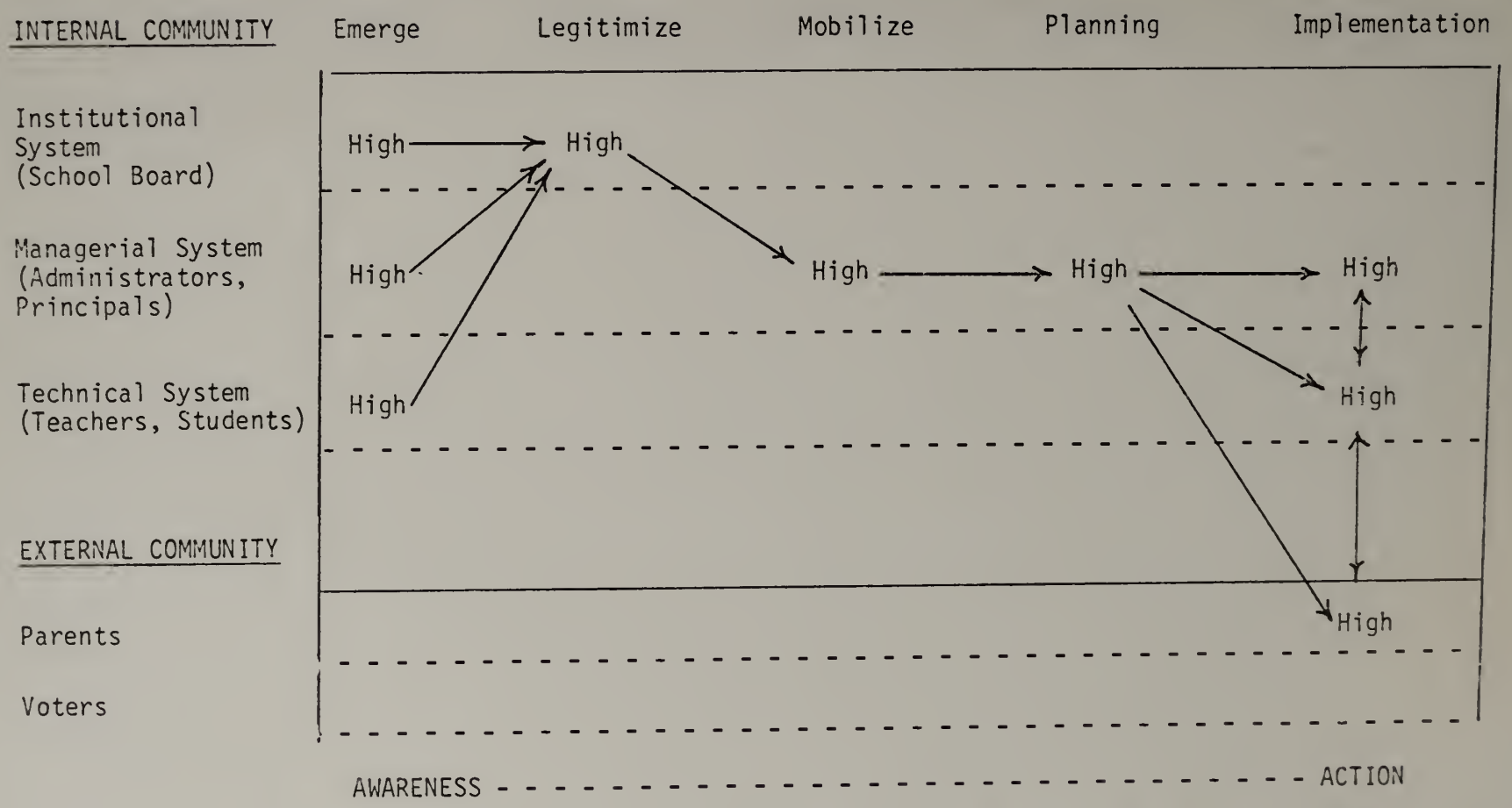


Figure 8. SEQUENTIAL INVOLVEMENT MAP: Levels of Involvement of the Internal and External Community During the Different Sequential Stages of an Internally Motivated Organizational Change Effort.

statement of our present mistrust, or unwillingness to trust, that students, especially young ones, can express what they need in the school setting. The helping mode promotes responding directly to the expressed needs of both young children and young adults, and secondarily to the needs of their parents.

CHAPTER III

THE RESEARCH DESIGN AND DATA

I. Introduction

This chapter presents a description of a planned organizational change effort that took place in the Claremont Public School System. This chapter covers two main subjects:

1. A method of collecting data to describe a planned organizational change effort, and
2. Data specific to a research design in planned organizational change.

These subjects are covered in the four major sections of this chapter.

1. The Dilemma of Organizational Research. This section discusses three major forms of research: experimental, case study, and action research. Each of these methods is related to three different data collecting techniques: observation, interviews, and questionnaires. The strengths and weaknesses of the different research paradigms and data collecting techniques are discussed.

2. The Study. Building on section I the author presents an action research design aimed at studying an organizational change effort in the Claremont School System. Both the experimental and the case study paradigms are included in this modified action research design. This design relates directly to the theory of planned organizational change presented in Chapter II.

2. The Case Histories. Two major presentations make up this section: Case History I: Creating an Alternative School and, Case History II: Working With Crisis. The Case History I section presents a detailed account from the eyes of the Director about the planning and implementation of the change project. Case History II presents the working of the Director, staff, administrators and parents during a critical time. This too is presented from the eyes of the Director.

4. The Experimental Study. This section presents the results of the testing of seven hypothesis and a teacher questionnaire. Each of these hypothesis and the questionnaire are aimed at measuring the differences that exist between the treatment School A and the non-treatment School B. The measurements focus on the different dimensions of the schools' technical system as described in Chapter II. The instruments used and the manner of data collection is also discussed.

No attempt has been made in this chapter to relate the data presented in "The Case Histories" or "The Experimental Study" sections to the planned organizational change theory of Chapter II. Chapter IV focuses on the analysis of the data presented in this chapter.

II. THE DILEMMA OF ORGANIZATIONAL RESEARCH

The goal of planned organizational change research is to more clearly understand how to bring about a conscious desired change in an organizational setting. No definitive research methodology presently exists that completely deals with the complexity of planned organizational change. It is possible though to draw on the research paradigms developed in other areas of behavioral research. By adapting and modifying the research tools that have been developed in medicine, psychology, law, business administration and the physical sciences it is possible to design a crude research methodology aimed at studying planned organizational change.

Behavioral Research: Experimental, Case Study and Action Research

The easiest way to look at behavioral research is to consider the time line of an open system (individual, group, organization) as its behavioral path. One of the characteristics of an open system is that it will tend to maintain its basic character: homeostasis (see Chapter 2; Systems Theory II). In the diagram the path between t_1 and t_2 describes the open systems basic character such that the open system will tend to move to point t_{3a} unless interferred with. What experimental behavioral research is interested in is what form of I; intervention (interference), when made at t_2 will alter the open systems path in such a way as to arrive at t_{3b} (Kerlinger, 1973). In order to complete this paradigm it is necessary to measure the path of the system at t_1, t_2, and t_3; to completely describe intervention- I;

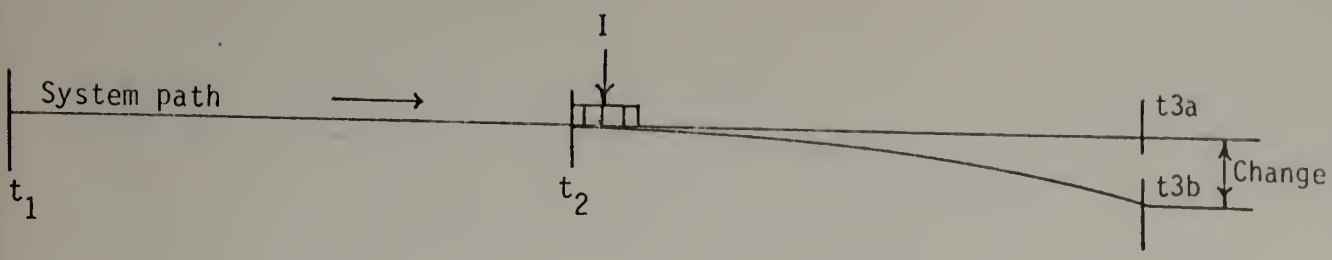


Figure 9. IDEAL DESIGN

and to guarantee that no other interventions occur between t_2 and t_3. The change between point t_{3a} and t_{3b} can then be related to the intervention. Since it is nearly impossible to control environmental interference with regard to most open systems this basic design was modified. The key to the modification is to find two identical open systems. One open system will act as the treatment system and the other will act as the control system. The assumption here is that stray intererference I_2, that occurs between the time of the intervention t_2 and the time of the evaluation t_3 will equally impact both systems. The change resulting from environmental interference: ΔI_2, can be removed from the resulting change in S_1 to give the true impact of the intervention; ΔI_1.

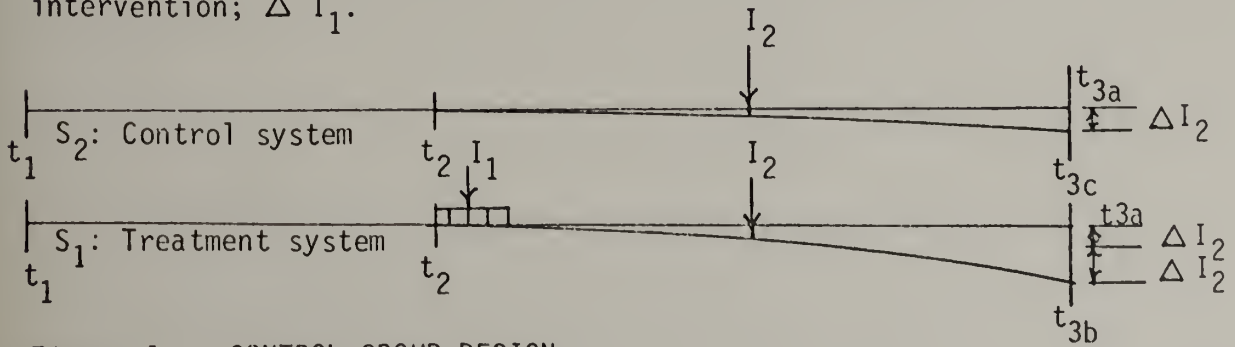


Figure 10. CONTROL GROUP DESIGN
$\Delta I_1 = (t_{3a} t_{3b}) - \quad I_2$

The first paradigm has the advantage of working only with one system but the weakness is having to completely block environmental interference. The second paradigm deals with the environmental interference but demands a comparable open system. These conditions are sometimes possible when working with open systems such as individuals or groups but when working with organizations, control of the environment, or attaining comparability, is nearly impossible to achieve.

Another paradigm that is widely used is the case study method (Bennis, 1968; Walton, 1972). When using the case study method the researcher initially is more interested in charting the path of the open system. The researcher records his or her direct observations o_1 of the open system's characteristic path. These observations are then analysed at a later date t_2. From the analysis an intervention may be designed and implemented. The impact of the intervention (I_1) is then observed o_2 over a period of time in order to evaluate its impact on the open system. Observed interference; I_2, is included in the observation o_2 and related to the intervention and the change. The case study method allows the researcher to describe the operating and change processes more clearly then the experimental method. One weakness is that the researcher needs to have constant access to the open system in order to fully describe its characteristic path. Another weakness is that in trying to evaluate the intervention is may be difficult to separate the impact of the planned intervention from the impact of environmental interference.

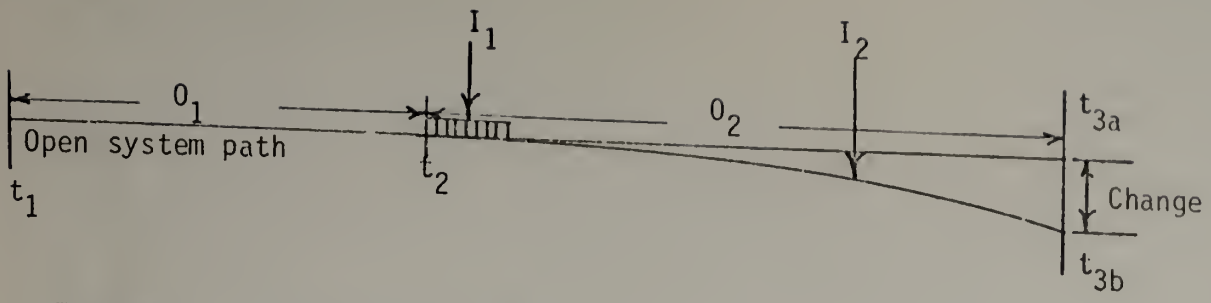


Figure 11. CASE STUDY DESIGN

A third research paradigm that combines the aspects of the first two is action research (Lewin 1947, Ivey and Nuttall 1972). Action research involves three repetitive processes; 1) o_1: observation (fact-finding); 2) p_1: planning and; 3) I_1: intervention (execution). These processes are cycled through a number of times until a desired change C is reached. A number of differences exist in the carrying out of action research that sets it apart from the experimental or case study method. First of all the open system (individual, group, organization) is directly involved in the planning step. The intervention is collaboratively designed and implemented by the researcher and the members of the system (Clark, 1972). A second difference that can exist is the varying degree to which the researcher is either a consultant to the change process or a leader of it (Chien, Cook and Harding, 1948).

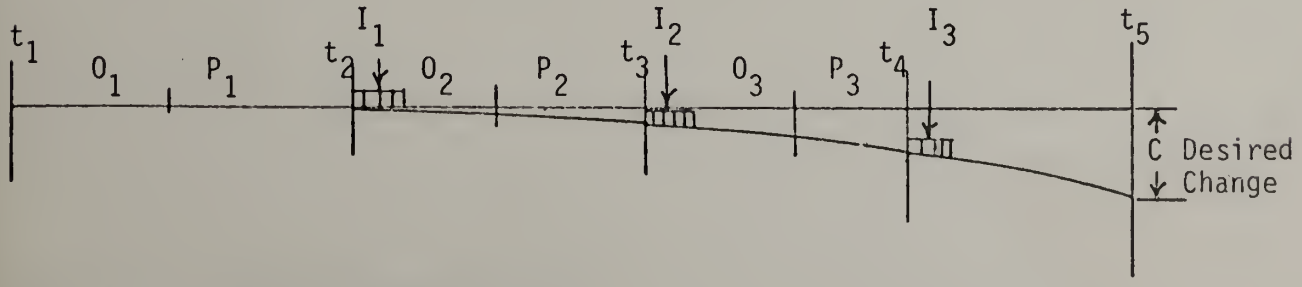


Figure 12. ACTION RESEARCH DESIGN

The results of action research are first aimed at changing the system. The effectiveness of one specific generalizable intervention is often difficult to discern. It should also be noted that aspects of the experimental and case study method can be included in the action research design. The action research design will have the same strengths and weaknesses of its experimental or case study components. The importance of the action research methodology is that it focuses equally on action and research. This makes it more adaptable to the day to day operations of complex open systems like organizations.

Behavioral Data

All three research paradigms discussed are built around the researchers ability to measure the path of the open system. The researcher attempts to measure the path of the open system by the behavioral data he or she collects. The ability of the researcher to correctly measure the path of the open system is based on the soundness of his/her behavioral data.

When dealing with open systems that involve people sound behavioral data tries to 1) describe the actions of the individual actors and 2) clarify the meanings the individual actors attribute to their actions and to the actions of other members of their system. Denzin (1970, p. 78) refers to this method as the interactionist perspective in which human behavior is observable at two distinct levels--the symbolic and the interactional.

There are three major ways that researchers cover these two areas. One way is by observation. The researcher by physically

watching the subject of study over a period of time and recording his or her observations is able to describe the actions of the subject. It is therefore important for the observer to declare the perspective from which he or she is observing and how this effects what he or she records. The observer is mainly concerned with describing action, not attributing meaning. A second method of measuring action and meaning is by the interview method. The interview method allows individuals to give meaning to their actions. It allows the researcher to collect indirect descriptions of actions. Indirect in this case means the researcher is getting second hand, after the fact descriptions. A third method of data collection is by instrumentation. Instrumentation involves administering a predesigned written or verbal questionnaire to the subjects of study. Instrumentation is mostly involved with collecting the perceptions or meanings the subjects attribute to the actions of themselves and others.

Each of these three methods have their strengths and weaknesses. The observation method is strong at describing processes but the filter of the observer needs to be considered. Interviews are strong at describing the meanings individual actors attribute to specific actions. Interviews can help re-construct action sequences but this is not as sound as first hand observations. Instrumentation is strong at collecting the meaning large numbers of people attribute to specific acts. It also offers a quantitative nature that lends itself to statistical comparability. Its weakness is that it does not lend itself to describing action, i.e., specific processes.

Planned Organizational Change Research Design

The action research method is selected as the research paradigm for this study that best addresses the problems of planned organizational change research. This allows the author to collect data in both a case study and experimental format. It also allows the author to collect data from observations, interviews and questionnaires. This diversity has a strength in that it allows the author to be flexible in collecting and analysing data from many different levels: organizational, group and individual. It also has a weakness in that it is more difficult to bring such diversity together into a coherent statement. The next section outlines how this problem is addressed.

III. THE STUDY

As stated earlier, the purpose of this research study is to 1) describe, 2) evaluate and 3) analyse a planned organizational change effort aimed at making a public elementary school more responsive to the needs of students, their parents, the staff, and the community at large. The intent of this study is to combine action with research as a way of increasing our knowledge of planned organizational change. The over all research paradigm that is being used is the action research paradigm. A modified action research paradigm best fits this study for four reasons:

1. From the school system's perspective the first goal of this study is change, not research. The action research paradigm is most adaptable to existing change projects.

2. The researcher was also the leader responsible for the change effort during its first two years of the project. The action research paradigm provides a model for the researcher who is also a leader.
3. The researcher and the members of the school system have maintained a collaborative relationship during all the various stages of the project's design, implementation, operation, and evaluation. A basic principal underlying the action research paradigm is that the interventions of the researcher are collaboratively designed by the system and the researcher.
4. This research study covers a four year period. During the first two years the researcher as Director collected behavioral data that best fits into the case study paradigm. During the fourth year the director (author) returned to the school system solely as a researcher to collect behavioral data that best fits an experimental research design. In this instance the action research design includes aspects of both the case study and the experimental research paradigms.

The model of planned organizational change developed in Chapter II is used to help analyze the two case histories and the experimental data. It is important to note how the presented model of planned organizational change fits the research design and the goals of the study:

1. The preferred goal of planned organizational change in public schools, as stated by the author in both Chapters I and II, is to make the school more responsive to the needs of students, their parents, staff and the community at large.

2. The goal of this study is to 1) describe, 2) evaluate, and 3) analyze a specific planned organizational change effort aimed at making a public elementary school more responsive to the needs of its students, their parents, the staff, and the community at large.

3. The case study method most directly supports the 'description' goal of this study.

4. The experimental method most directly supports the 'evaluation' goal of this study.

5. The modified action research paradigm integrates the case study and research methods into a coherent design.

6. The planned organizational change model developed in Chapter II identified five sequential steps (Blumer, 1971) and the reflective aspect: planning, factfinding and execution (Lewin, 1947), as two important ways of describing and analysing the change process. These two aspects of the model fit with the 'description' goal and the case study methodology of the over-all study.

7. The planned organizational change model developed in Chapter II identified ten internal and five external change dimensions and characterized them for both an organic and a mechanistic school. These dimensions are readily quantifiable. The change dimensions identified fit with the 'evaluation' goal and the experimental design of the over-all study.

Now it is possible to track how the goal of the study, the research methodology, and the analytical framework fit together. For this study two different tracks have been identified. The first track is the description-case study-change process track. The second track is the evaluation-experimental design-change dimensions track. Both these tracks are brought together in the study under the format of a modified action research design.

In this study the case history presentations address how the change was effected. It also describes the initial intervention and the changes that took place in the technical, managerial, and institutional systems of the treatment school. In this study the experimental research presentation measures the differences that exist, 2-3 years after the initial start up, between the technical systems of the treatment school and the non-treatment school. The over-all intent of the research is to measure whether the intervention has made the treatment school more organic compared to the characteristics of its sister schools.

The Case History Presentations

The case history presentations cover two important time periods. The first time period is the creation phase. This covers the first year of planning and implementation (6/74 - 9/75). The second time period is a five week period during the first year of operation (11/75). Both of these presentations are analyzed in Chapter 4 with regards to: 1) the reflective aspects and 2) the sequential aspects of the change process as discussed in Chapter 2. The case histories are presented in

a format that separates the description of the events from the analysis as recommended by Ready and Lombard (Walton, 1968). The data is presented in two modes. The first mode is a historical description of events created from the organizational records collected by the director. The second mode is the director's personal commentary which was written during the time period being studied.

The case histories are presented in detail. The reader may wish to skim the case histories and then move to the respective case analyses as presented in the next chapter. The case histories are presented in such a detailed format in order that future researchers can have access to this type of data. The author in researching case studies of organizational change in public schools found that most case studies did not separate the data from the analysis. If the data was separate it was not readily available. This made it impossible to do any comparative analysis based on primary data.

Author Bias. In performing this study and in presenting it, the author believes that his major bias is that he believes in the "helping" mode of educating (versus the "socialization" or "traditional" as discussed in Chapter 2). The author tried to apply this mode to his overall approach to the Claremont School System. This involved constantly trying to design, implement and operate a program that would respond to educational needs of Claremont's students, parents, teachers, administrators and the community at large. In turn the author hoped the "helping" approach he was using with the overall school system would carry over into the specific treatment school.

The Experimental Design

The experimental design is aimed measuring what difference the intervention has made. In order to measure a difference a need for some form of comparison exists. An ideal research design would be to form two comparable groups, do pre- and post-testing on both the treatment and non-treatment groups, then compare the results. In this study no pre-testing with regards to the nature of how the separate schools fell on an organic-mechanistic continuum was established.

The statistical nature of this study is relational not causal. That is, what this study reports is a snapshot of the treatment School A and a non-treatment School B. The snapshot is of how the various variables measured are related at the same point in time after the initial intervention. Generally, an analysis of variance is used to determine the significant differences in the reported measurements that exist between School A and School B. Correlational measures are also calculated to help describe differences. Even though the following design is far from ideal in statistically proving the efficacy of the intervention, it will delineate the important aspects of the intervention.

The Hypotheses. Written questionnaires and interviews were used to test seven specific hypotheses. These hypotheses were designed to measure the differences that exist between the Alternative School (School A) and a comparable school in the Claremont School System (School B). The hypotheses also adequately measure the four internal and two external change dimensions of each school's technical system (see Table 5). In the experimental section of this chapter each

hypothesis, the instruments used, the testing procedure and the results are discussed in detail.

The seven hypotheses tested are:

Hypothesis 1: The staff scores on the Organizational Climate Description Questionnaire from School A will be more towards the open end of the classification scale than the staff scores from any of the four non-treatment schools.

Hypothesis 2: The mean of the parent scores on the Parent School Communities Questionnaire-revised from School A will be significantly higher (towards the open end of the scale), than the mean of the parent scores from the four non-treatment schools.

Hypothesis 3: The Staff of School A will score significantly lower (more humanistic) on the Pupil Control Ideology Scale than the Staff of School B.*

Hypothesis 4: A significant negative correlation will exist between the teacher's scores (combined School A and School B) on the Hoppock Job Satisfaction Blank and the difference in their score on the Pupil Control Ideology-Self and the Pupil Control Ideology-Other.

Hypothesis 5: Students** in School A will have established a significantly higher growth rate in reading and math than students in School B.

Hypothesis 6: Students** in School A will score significantly higher on the Piers-Harris Children's Self Concept Scale than students in School B.

Hypothesis 7: Parents** of students in School A will score significantly lower (more humanistic) on the Modified Pupil Control Ideology interview questionnaire than the Parents from School B.

Interviews. The staff of School A and School B were also interviewed in an open ended manner. They were asked four specific questions:

1. What would you say is your primary purpose as an elementary school teacher?

---

*School B--see Selection of School B for detailed rationale and procedure.

**Students--see Selection of Students for detailed rationale and procedure.

2. In a few words, how would you summarize the general aim of your work as an elementary teacher?

3. List at least five factors that are characteristic to your job at School A/B that you experience as helping you perform your job as a teacher. Number the top two most helpful factors.

4. List at least five factors that are characteristic to your job at School A/B that you experience as hindering or blocking you from performing your job as a teacher. Number the top two most blocking factors.

Measuring Six Change Dimensions. As mentioned earlier the intent of the experimental design is to measure the differences that exist in the technical systems of School A and School B. The Mechanistic-Organic continuum described in Chapter 2 (Tables 3 and 4) is used as a model. The hypotheses stated and the teacher interviews are designed to cover the various change dimensions of the technical system:

TABLE 5

Hypotheses and Interviews that Address the Six Change Dimensions of the Technical System

TECHNICAL SYSTEM

Internal Community	External Community
1. Task Definition--Teacher Interviews	1. Child-Rearing--Hypothesis 7
2. Product--Hypothesis 5, Hypothesis 6	2. Parent-Teacher Interaction--Hypothesis 2
3. Nature of Interaction--Hypothesis 3, Hypothesis 1	
4. Job Characteristics--Hypothesis 3, Hypothesis 4, Teacher Interviews	

The Modified Action Research Design

The combination of the case study presentation and the experimental design can be diagrammatically expressed using the basic paradigm discussed in the beginning of this chapter (see Figure 13). The Case Histories cover the first two years of the project. The experimental design compares School A with School B during the 1977-78 school year. Each of these two methods of research are discussed in greater detail in the next two sections of this chapter.

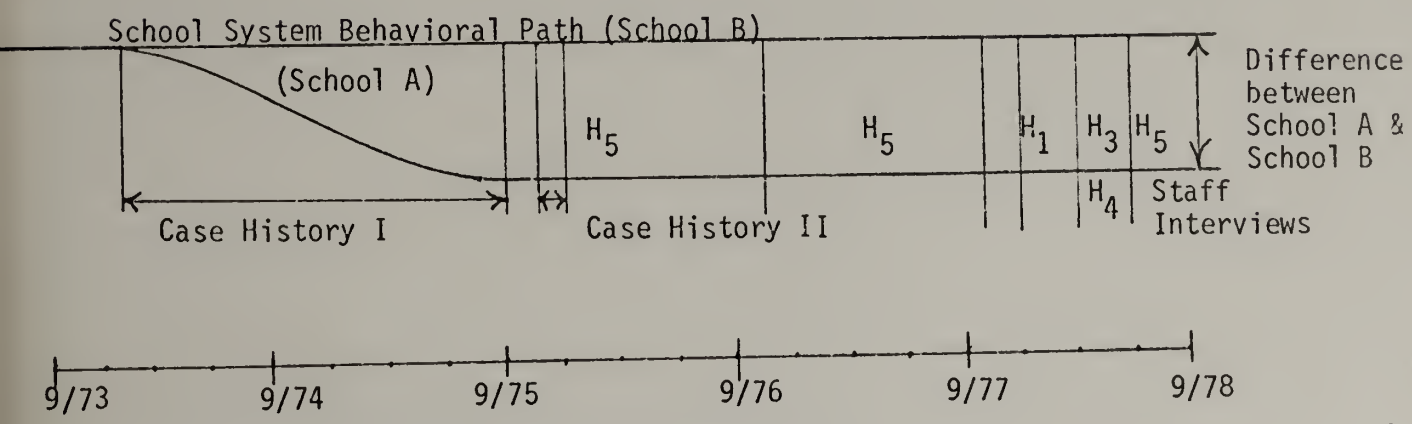


Figure 13. Claremont Action Research Design

IV. THE CASE HISTORIES

A setting overview and two case histories are presented in this section. The setting overview gives the reader some background information about the community and school system in which this organizational change effort takes place. Case History I: Creating an Alternative School is a detailed case history of how the Alternative School grew from a letter of interest into an operating project. Case History II: Working with Crisis is a detailed description of a major crisis that tested the students, staff, parents and administrators committment to a more open and responsive form of education.

The Setting: Claremont, New Hampshire

The school system this study is focusing on serves the community of Claremont, New Hampshire. Claremont has a population of nearly 14,400. It is the largest "city" in Sullivan County. Thirty-five per cent of the county's populace live in Claremont. Claremont can be characterized as an old New England mill town. "The Sullivan region is an economic area that is undergoing change from a predominantly manufacturing base to one that is becoming reliant on non-manufacturing activities--particularly the trade and service areas" (Goodrich, 1974, p. 15). Over the past twenty years the textile and leather industries have cut back nearly 40% on employment. Non-manufacturing activity provides jobs for over half of the area's workers. Employment in the manufacturing area is split between durable and non-durable goods. The manufacturing of durable goods, which is the better paying, employs

nearly 25% of the working population. Non-durable goods employs 20% of the work force. Women make up 35% of the workers employed in the manufacturing of non-durable goods. This is a high figure compared to 23% nationally. The non-durable manufacturing areas such as shoes and textiles tend to be heavily populated with women. Although the trend has been away from the old mills, it is apparent that Claremont is still a working class community (Goodrich, 1974).

Visually Claremont also reminds one of an old mill town. Claremont is located in a small river valley. As you enter the town from the eat or the west, you will follow the Sugar River. On the up-stream side of the city the river runs clean and clear. On the down-stream side of the city it runs murky brown. Some days it will run red or yellow, depending on what dye the local paper mill is working with that day. When in the heart of town, rows of three and four story brick buildings block out any view of the river. These buildings that lie adjacent to the river were once old mills. Now they are mostly vacant. The other side of the river in mid-town is bordered by one of the local industry's foundry. A small paper company still runs a plant a few blocks from the center of town. The city's shopping district lies a block away from the rows of old buildings. Claremont is clearly a town that was in its prime fifty years ago. Since then, urban renewal and local fires have left pock marks here and there among the sand-stone buildings that house the local downtown merchants. Tightly packed among the old is the new. An IGA and a Finast supermarket with their big parking lots sit between the downtown block and the first block of houses. Unlike the old New England picture-postcard community,

Claremont is a mix of freeway sprawl, drab sandstone, and old red brick turned black. Claremont was not settled by New England farmers but by the waves of French-Canadian and Polish immigrants that came to work in the mills. It has always been an industrial mill town. In many ways it still is a mill town.

The Claremont School System

Like the city, the school system that serves Claremont's 3,100 students reflects the same sense of age and making do. There are no new schools in Claremont. The Junior High school which is the newest school is 20 years old. No new elementary schools have been built in the past 25 years. There were numerous attempts in the late 60's and early 70's to build a new high school that failed. The present high school is a combination of new and old. The members of the school system are well aware of its structural deficiencies and how these limit education. The school system is constantly playing catch-up with state and federal guidelines that are demanding that something be done about these old buildings and their limitations. The problem is that no one wants to pay the bill.

Elementary Schools: In 1966 a professional study was made of the Claremont School system and its building needs. The elementary schools were characterized as less than "excellent" or even "good".

> Sites are inadequate. Schools are too old. Equipment is obsolete. Storage is lacking. Staff offices, work rooms, libraries, indoor spaces for recreation and physical education, auditoriums or assembly rooms, work sinks and counter work surfaces in classrooms, exhibit space, adequate and glare-free lighting, spotless, odor-free toilets, a variety of modern instructional aids

> and provisions for using them in every classroom--these things, characteristic of today's best elementary schools, are not commonly found in Claremont" (Marshall, 1966, p. 11).

Bits and pieces of the report have been altered in the past 12 years, but the overall fact that the average elementary school presently in use in Claremont is over 50 years old still remains.

In 1974 when this project started, there were five elementary schools in Claremont servicing 1,500 students. There were three principals running these five schools. One worked full-time at the largest and newest school. The other two principals were responsible for two schools each. Another indirect measure of the age of the buildings being used and the lack of funds is that only three of the five elementary schools had their own library. None had either a gym or a hot lunch program. The student-staff ratio for Grades 1-3 was 24:1, and for Grades 4-6, 27:1. In 1973-74, Claremont spent $691 per elementary student compared to the state average of $723 per elementary student.

Junior High School-High School: There are three different school buildings spread out across Claremont that serve the 1,500+ students in Grades 7-12. The junior high building serving Grades 7-8 and Stevens Annex serving Grade 9 were both built in 1958. They are the newest school buildings in Claremont. The junior high building was built by the school system. The Annex was originally built and used by the local Catholic Church as a parochial high school. After closing, it was purchased by the public school system in the late 60's. The junior high building was described by Marshall (1966, p. 12) as "the only

school in the city whose site approaches modern standards." The high school building got just the opposite response from Marshall (1966).

> In short, Stevens High School is obsolete both educationally and structurally despite its recent additions. Despite a few spots where modern standards for school plant facilities are met--the recently renovated guidance quarters, for example, new chemistry equipment, and some rooms in the 1963 wing --the building as a whole is an educational albatross. Poor gymnasium and supplementary facilities for physical education; a dismal auditorium without adequate acoustics, sight lines, or sound separation from other activities; and inadequate library, poorly located for use outside of school hours; shop space inadequate, hazardous, and chopped up; poor circulation and traffic patterns; an inadequate site providing no space for walks, drives, parking, recreation, or physical education; and teaching space inadequate for industrial arts, vocational education, physical education, drawing, music, administration, homemaking, library and needed new programs. Storage is everywhere inadequate whether for kitchen supplies, administrative supplies, instructional materials, materials, library books and periodicals, shop materials and projects, or custodial supplies. Flexibility, whether to add to the building or make major changes within the existing space, was never great and has long been exhausted.
>
> The physical plant facilities at Stevens High School clamp down firmly on further educational progress, and say to desirable change at the senior high school, Stop! you can't come here. Here in the upper grades of the public school system, where the greatest amount of ferment is going on, Claremont has its poorest site, equipment, and building. Something must be done (pp. 13-14).

Students in Grades 10, 11, and 12 are still attending classes in the building described by Marshall. Some of the crowding has been reduced by the transfering of the 9th grade to the Annex but most of the limitations listed by Marshall in his report still remain. The original high school building was built in 1868 with additions in 1906, 1916, 1929, and 1963. The Junior High School and the Annex are about 1-1/2 miles apart with the High School mid-way in between. In 1973-74,

Claremont spent an average of $888 per junior high school student and an average of $1077 per high school student. These figures are both higher than the state average of $835 per junior high student and $925 per high school students.

Student Body: Applied Urbanetics in the 1972 report to Title I calculated that 21.3% of the student body of Claremont between the ages of 5-17 could be classified as disadvantaged. This data was based on a sample of the 1970 census data. Low rent and low value housing figures were used as a direct measure of family income. A disadvantaged child by this definition is a child who lives in a low-rent apartment (under $60/month) or a low-value house (under $10,000). School systems that service a large number of disadvantaged children are eligible for Title I Federal Funds to assist in their education. The Claremont School System is considered such a community.

Summary: What seems important to pick out from this data is that Claremont is neither a wealthy or a highly educated community. Claremont seems to be facing the problem of trying to educate a body of students (20%) who Jencks (1972) and Silberman (1970) both point out have gotten little from our schools. It is also important to be aware that Claremont is trying to work with this complex problem within their limited resources. Claremont is an ideal community in which to try to be more responsive to the educational needs of its disadvantaged students, regular students, their parents, staff and the community at large. The Claremont Alternative School Project is an ideal study for it represents an attempt at organizational change within a community

with limited resources during a time when the economy was tight. This condition reflects the fiscal and social conservatism of the times. The ability to successfully bring about planned organizational change within such an environment would add greatly to our knowledge of planned organizational change.

Case History I: Creating an Alternative School

Case History I starts with Table 6 which names the major actors and their organizational position. All names are fictitious except for the Director's (CASPY). Figure 13 is a diagram of the Claremont School System's organizational structure as it relates to the Claremont Alternative School Planning Year (CASPY). Next is The Case History. Case History I is written in the present tense and presented in chronological order. The author uses various organizational records plus the Director's personal notes to re-create this case history. At times the Director's notes are quoted directly; newspaper articles are referred to; or special documents are quoted. In each instance a "see commentary:" or a "see News Article" refers the reader to the primary source of information. The author presents the data in this way for two reasons. The first reason is that the chronological history gives the reader a detailed behavioral description of how the case history developed from the eyes of the Director. The second reason is that the Director's commentary provides a more thematic view of how the Director perceived the various aspects of the case history. The author feels that both these aspects have created a unique study in organizational change. Seldom does the director of an organizational change

TABLE 6

Members of the Claremont Public School System (12/74)

Student population 3,126 (12/14/74)

School Board Members: Chairperson Mrs. Smith (1)
Mrs. Glen (2)
Mrs. Jones (3)
Mrs. King (4)
Mr. Keller (5)
Mr. Black (6)
Mr. Lapiere (7)

District Adminstrators: Superintendent
Assistant Superintendent
Teacher Consultant

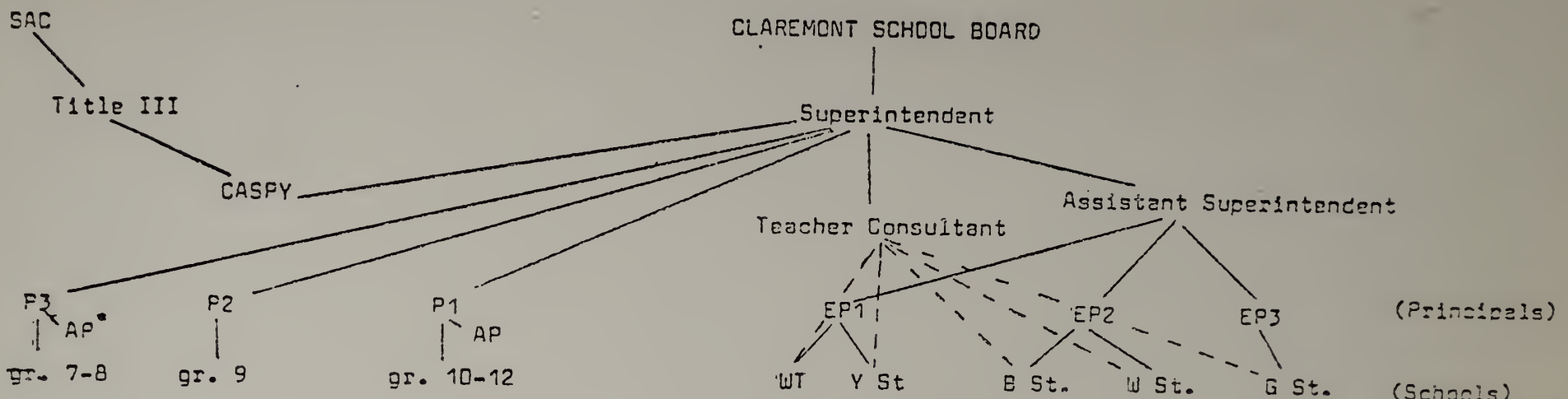
Principal	Grades	Buildings	Number of Students
P1 Mr. Frank Clear	10-12	Stevens High School	768
P2 Mr. Bill Armor	9	Stevens Annex	276
P3 Mr. Don Gedeau	7-8	Jr. High School	539
EP1 Mr. Jack Smith	K-4	West Terrace	218
	1-6	Yellow St.	291
EP2 Mr. David Drum	K-6	Blue St.	252
	1-6	White St.	346
EP3 Mrs. Jane Phillips	K-6	Green St.	404

CASPY: Claremont Alternative School Planning Year

CASPY Director: Mr. Scott Bristol

Title III: State Department of Education. N.H.

SAC: State Advisory Committee



(* Assistant Principal- AP)

Figure 14. ORGANIZATIONAL CHART: CLAREMONT SCHOOL SYSTEM AND CASPY

project record his thoughts and feelings during the day to day operations, then turn around and analyze his behavior from the perspective of a behavioral scientist.

The following case history covers a time span of a little under two years (11/73-9/75). It is written from the perspective of the director responsible for planning and starting an alternative school. The time period covered focuses primarily on the creation phase of the project.

Case History I: Creating an Alternative School

November

11/5/73 The ninth grade principal from Claremont, NH, Public School System contacts the University of Massachusetts School of Education:

> After attending the National Convention on Options in Public Education in Minneapolis, my colleagues and I returned to Claremont with the desire to provide an Alternative Program in Education for the people in Claremont.
>
> The School Superintendent has approved our further investigation and planning of Alternative Programs and/or K-12 Alternative Education. We are presently designing guidelines for a needs assessment and hope to initiate this phase in the near future.
>
> (We). . . would like to meet with you and members of your staff to discuss possible joint efforts in Alternative Education and to determine those areas where you may be able to assist us. (Letter, 11/5/63)

January

1/11/74 Four members of the National Alternative School Program (NASP), University of Massachusetts, School of Education, Principal, and Teacher Consultant in Claremont to discuss the design and planning of a K-12 Alternative School.

April

4/17/74 The Claremont Public Schools submits to the NH Department of Education, ESEA, Title III a proposal for starting a K-12 continuous progress school. Claremont's initial funding request is for $32,700. The school is to serve 250 students. A director will be hired by 4/24/64. Staff will be selected by 5/29/74. A five week summer workshop

will be conducted for the new staff. "The Claremont Alternative Education School, grades K-12, is scheduled to begin in September of 1974 (Sunburst: K-12 Continuous Progress School Title III Proposal, p. 12).

This program has been developed in response to several educational needs of this community. These are:

1) That those who implement and live with decisions participate in the decision-making process. Increased school-community interaction should occur and a curriculum more relevant to all should be developed.
2) That classroom teachers begin to re-define their role towards becoming a facilitator of the learning process in their students and themselves.
3) That any innovative program tried be evaluated to assess its replicability for other students within the system and for other systems. (Sunburst, p. 6)

May

5/74 Title III notifies Claremont that their K-12 Alternative School proposal is unacceptable. Title III is unclear about what are Claremont's specific educational needs and how a K-12 Alternative School would address these undefined needs. Title III requests that Claremont re-submit a one year planning grant proposal.

June

6/1/74 Two members of the National Alternative School Program, University of Massachusetts School of Education (the Director of NASP and a Graduate Research Assistant), meet with the Alternative Education Steering Committee (one district administrator, two principals, and four teachers). The NASP staff run a one day planning session. The group meets with the Superintendent for lunch to discuss the alternative school. He expressed his support. The NASP Research Assistant" collects the data from the session to use to write the Alternative School Planning Grant.

6/5/74 The NASP Research Assistant writes the planning grant. The proposal is submitted to the Claremont K-12 Alternative Education Steering Committee and approved.

6/29/74 The Claremont Alternative School Planning Year (CASPY) proposal is submitted to Title III and is approved and is funded for one year for $20,000. The CASPY proposal is divided into five phases:

PHASE I: ENTRY (July 1-August 20, 1974)

To initiate intervention into the Claremont School District by the "Claremont Alternative School Planning Year"

*NASP Research Assistant is the author of this study.

This program has been developed in response to several educational needs of this community. These are:

1) That those who implement and live with decisions participate in the decision-making process. Increased school-community interaction should occur and a curriculum more relevant to all should be developed.
2) That classroom teachers begin to re-define their role towards becoming a facilitator of the learning process in their students and themselves.
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To initiate intervention into the Claremont School District by the "Claremont Alternative School Planning Year"

*NASP Research Assistant is the author of this study.

represented by its leaders and supporters.

To hire a director and integrate the director into the Claremont School District's Administrative staff.

PHASE II: DATA COLLECTION AND DIAGNOSIS (Sept. 1-Dec. 31, 1974)

To define, develop and implement an information sharing program in order to see that the Claremont community is sufficiently informed and supportive of CASPY, its goals, and objectives.

To collect, to verify and to interpret sufficient information in order to properly design and implement an alternative school which is responsive to Claremont's educational needs and values.

PHASE III: STAFF DEVELOPMENT AND ALTERNATIVE SCHOOL DESIGN (Jan. 1 - March 31, 1975)

Using the needs assessment report from Phase II, to recruit and train a group of teachers, to design an Alternative School for Claremont to open said school Sept. 1975.

PHASE IV: IMPLEMENTATION OF DESIGN (April 1-June 30, 1975)

To design, develop and implement a plan for carrying out the Claremont Alternative School design submitted to Title III.

PHASE V: IMPLEMENTATION (July 1 - September 1, 1975)

To implement and put into action the plans developed in Phase II and Phase IV.

Summary

In designing an alternative school whose goal is to be responsive to the needs of its community, one can always predict unpredicted contingencies and constraints. Flexibility is probably the most important asset of any program with our goals. If we over design too quickly, we have defeated our goal of collaboration. If we wait too long, resources and possibilities are lost. Responsive planning is a fine balance between these extremes. We must continually keep this in mind (Claremont Alternative School Planning Year, Title III Proposal, pp. 6-19).

August

8/16/74 The principal of the ninth grade school and the Alternative Education Steering Committee recommend to the Superintendent that the NASP research assistant (who wrote the CASPY proposal) be hired to direct the CASPY grant. The Director* is hired at 4/5ths time in order that he can continue work on his doctoral degree in education.

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*The Director of the Title III planning grant is the author of this study.

September

9/9/74 The Director starts work. The CASPY office is set up in the Ninth Grades School. The Director reports to the Ninth Grade Principal and the Superintendent of Schools.

9/11/74 The Director calls a meeting of the Alternative Education Steering Committee. Two of the original seven members attend the meeting. Other members are busy working on other committees and projects.

9/13-9/15 The Director attends a Title III workshop with the State Advisory Committee (SAC). The SAC team is the decision making body that approves the official funding of all Title III grants in the state of New Hampshire. The workshop focuses on the director's responsibilities in managing a Title III grant. The director is responsible to the state department in fulfilling the goals and objectives of the grant proposal. The director is locally responsible to the superintendent of schools.

9/17/74 The Superintendent of Schools, at the Director's request, takes the Director around to meet each Principal (3-Elementary Principals in charge of 5 schools, 1-Jr. High, 1-Ninth Grade School, 1-High School). The Director schedules dates to introduce himself and the CASPY project to the staff of each school.

See commentary I Entry (p. 166-167)

9/18/74 The Superintendent publicly introduces the Director to the School Board:

> The Superintendent introduced Scott Bristol, director of Title III, and said he would be attending Board meetings as well as principals' meetings. He will also visit board members individually (Claremont School Board Minutes, 9/18/74).

9/24/74 The Director begins attending all school principals' and administrators' meetings as a regular member.

9/30/74 The Director begins interviewing school board members, teachers, principals, administrators, and community leaders about the educational needs of Claremont. These interviews are conducted in a one to one manner.

See commentary: II Interviews (p. 168-169)

9/30/74 School Board Member 1:

> I taught English in Newton, MA for four years. Claremont needs some type of alternative for the kinds that aren't making it through the high school.

School Board Member 2:
I'm concerned about elementary age students. I take my nephew to school every day. There is a real absence of good male role models.

Director:
There appears to be a high dropout problem. What do you think about aiming a program to work with this group?

School Board Member 2:
I'm in favor of starting early and trying to give the kids a good background in reading and math so they won't drop out later.

School Board Member 3:
Our kids have been through the Claremont Schools, two of the four are still in them. I work as a volunteer aide in the elementary schools' speech program. I'm concerned about the elementary programs always getting short changed. I'm also scared of the reaction in town to the new tax assessments and how it will impact on the school budget and the school board.

October

10/1/74 The Director is introduced to the High School staff (60 plus teachers) by the High School Principal. The Director hands out a brief outline of the goals of CASPY and announces an introductory meeting for interested teachers on Oct. 16, in the High School.

10/2/74 The Director attends the school board meeting.

10/6/74 Interview with 9th Grade Shop Teacher:
It's the kids who stay in the community that the schools help the least. All the guidance department is interested in is getting kids into college.

10/7/74 Interview with School Board Member 4:
Claremont is a very conservative community. They won't do anything till they are against something. For instance, Claremont is in the only county in the state that doesn't have a group foster home. Claremont finally got its first day care center last year. Good luck on your project, we need programs for the kids that aren't making it in the high school.

Interview with the Elementary Guidance Counselor:
I think if we could get to the students early when they have a lot of reading problems then we wouldn't have as many problems later.

Interview with the Jr. High Guidance Counselor:
Instead of starting new projects, I'd like to see the district fully fund the programs they've already started.

10/8/74 Interview with the Director of Claremont Mental Health Center:
If we could reach students between the ages of 9 and 14--that is when you have these men children. If they get through the 9th grade, without getting pregnant or quitting school, they are likely to finish. This district has a tendency to hold students back so you can end up with a number of 14 year old sixth graders.

10/9/74 Interview with the Director of Claremont City Welfare:
This alternative school that your talking about that will work with the dropout is really needed. I've a number of these young women who are on Aide to Families with Dependent Children (AFDC). I try to place them in jobs but they have no basic skills and they lose their jobs and I lose my credability. I've 150 women that I talk to a year between the ages of 18-24 who come through my office applying for AFDC.

10/9/74 The Director holds 1-1/2 hour meeting with: elementary and junior high teachers (25 plus out of 80 show); two of the three elementary school principals; the Assistant Superintendent of Schools who is responsible for elementary education; and the Teacher Consultant. As part of the discussion about the CASPY project teachers and administrators were asked to voice their concerns about education in the Claremont schools:

4th grade Teacher: "What I'm concerned about is getting bored. All the things I used to do extra I've stopped doing--that worries me. I'm getting more concerned about test scores."

3rd grade Teacher: "I'm getting concerned about doing more reading and cutting out other projects."

Jr. High Biology Teacher: "I'm getting too many kids. I try to do things that are interesting and it just becomes a hassle."

Jr. High Geography Teacher: "35 in a geography class is just too many!"

Assistant Superintendent: "Since the town turned down the State Department's attempt to implement a voucher program what makes you believe they will accept an alternative school?"

Out of the 25 teachers that attended the meeting 12 signed up as being interested in further discussion.

10/10/74 The Director and the Chairman of the Vocational Education Department of Claremont High School meet with a representative of the State Vocational Education Department. We discuss a $50,000/year, three year grant that will be coming up in the next month. The guidelines are not set yet, but the deadline for a proposal will be in January. The basic guidelines appear to be aimed at working with dropouts.

10/14/74 Interview with School Board Member 5:

Yes there is an over crowding problem in the elementary schools, by about 200 students (the total elementary population is about 1500). I think if you come up with a plan that frees up the existing space or uses it differently, and it fits into the building committee's plan it would be acceptable.

Director:

What is your concern about bringing in Federal funds to start an alternative school?

School Board Member:

I'm not against outside federal funds. I'm concerned about a program starting on outside money, promising the moon to people, then not being able to come through. If you get it going it's something we want to last.

Director:

The given I'm working under is no increase in the budget.

School Board Member:

That's right. If you can shift teachers around some way that's fine. I'm on the budget review committee. We only need to see increases in the budget, if you are going to transfer teachers and staff that is done by the Superintendent and we say little. Federal money is not put in the budget so the school committee needs only to be informed in advance, for discussion and approval, which is regular procedure.

Director:

Board Members seem concerned about a budget cut from the voters?

School Board Member:

That is right, it happened in the late 60's. We have a $100,000 cut approved by the voters at town meeting. We're afraid it may happen again this year between the new tax assessment and the economy it's a tough year.

10/16/74 Interview with School Board Member 6:

I voted for the voucher program. I was one of two out of seven that voted for it. I think the schools need some competition. With the drop in enrollment it's possible that rather than drop the teachers we can transfer the positions to your program. At least it's not an addition to the budget.

10/16/74 Interview with School Board Member 7:

I'm an educational-fiscal-conservative. Schools are spreading out too much. We're isolating a lot of kids and telling them their failures by the way we group them in school. I don't agree with you about Claremont not doing anything for the student who doesn't go to college. Maybe that was true 4-5 years ago but we have a number of new programs now. I remember when parents were so upset because their kids were put in one of these special programs like diversified education, it was like they had failed. I think if Concord and Washington would leave the schools alone we'd be better off sometimes. I'm also on the City Council. I've a real concern this year about the new tax assessment and the school budget.

10/16/74 The Director holds a one hour meeting for high school teachers to explain CASPY and check their level of interest. Four teachers attend the meeting. They are most concerned about the slow sutdents-non-college bound, that they work with daily. Three of the four sign up for future meetings.

10/16/74 The Director attends the school board meeting.

10/21/74 The Director meets with the Teacher Consultant to discuss the Title I needs assessment that was completed in the spring of 1974. The Teacher Consultant indicates that there is a need to deal with numerous children who are not succeeding in the present, graded, self contained regimented programs. He shares that a small group of teachers are interested in starting a multi-age grouping program. The Teacher Consultant also indicates that the manner in which next years' Title I funds are going to be used has not been decided and that the Assistant Superintendent knows more about this matter.

10/22/74 Interview with the Assistant Superintendent of Schools:

Director:

What did you think of the elementary-jr. high teachers meeting?

Assistant Superintendent:

It went ok. The concern I have about the voucher program and some with the alternative school is that the state wants us to do more with the same old buildings, 5-1/2 hour school day, teacher hiring policies, etc. that we are stuck with. It seems unfair.

Director:

What about starting an alternative school in an old store front like the A&P that's closing? This would help alleviate some of the problem with overcrowding in the elementary school.

Assistant Superintendent:
One way I can see the alternative school happening is to take over one of the small elementary buildings like West Terrace. I'm still concerned how to get parent's permission of an alternative school and how to recruit students.

Director:
If teachers and administrators recommend students to a specific school program and give parents the option to change the recommendation most will comply.

Assistant Superintendent:
How do you plan to identify the need for an alternative school?

Director:
By establishing more detailed facts about the dropout.

Assistant Superintendent:
I'd be interested in the number of students that we lost over the summer. Some students who drop out over the summer never show up on the fall register. You can go through the ledgers in the high school office to determine the list.

Director:
Right now I'm thinking about a store front alternative school, aimed at dropouts, using title money and trying to pick up one of the extra teaching slots that might be cut from the budget.

Assistant Superintendent:
Sounds ok, but any budget requests have to be taken care of before Christmas.

Director:
What is the state of the District's Title I funding for next year?

Assistant Superintendent:
We have some money that will be freed up but for more details get in contact with the Title I office in Concord for more information.

10/22/74 The Director meets with the Claremont School Building and Development Committee. The Director requests that the building committee consider using a store front like the A&P as a possible site for an alternative school.

10/23/74 Interview with the Mayor of Claremont:
I agree to some degree with your observation that the student that is least served and most in need of service is the dropout. I also agree that it is a good strategy not to duplicate what the High School is already doing. Before I can be more supportive though I need to see the specific goals and objectives of your project.

10/27/74 The Claremont Eagle times runs an article on the CASPY project.

See NEWS ARTICLE I (p. 170)

10/19/74 The Director receives permission from the Superintendent to take four teachers to the University of Massachusetts School of Education Marathon on Alternative Education. The seventeen elementary, jr. high and high school teachers that signed up after the introductory meetings are contacted and invited to attend.

11/1/74 The Director meets with the Project Challenge Staff. The Project Challenge staff work out of the high school. The staff is made up of the Chairman of the Math Department, the Chairman of the Physical Education Department, a gym teacher, and a guidance counselor. They run an outward bound type of program for high school students. They appear interested in trying to make it into a full time alternative school.

See commentary: III Project Challenge Staff (p. 171-174)

11/2/74 The Director submits to Title III the interim evaluation report.

11/4/74 The Director meets with Title I to discuss assistance in funding an alternative school. Title I supports early childhood education for disadvantaged children. Claremont receives roughly $40,000 a year in Title I funds. Next year a large portion of this amount will be free to invest in a new project.

11/6/74 The Director is interviewed about CASPY on the local radio station.

11/6/75 The Director attends the School Board meeting.

> The Superintendent reported during the month of November the pre-budget committee will meet with staff members proposing new programs. A committee member requested a deadline be set after which no such requests would be considered, and it was agreed Jan. 1. (Item 8, Claremont School Board meeting, 11/6/74.)

11/8/74 The Director meets a second time with Project Challenge staff.

11/12/74 CASPY's Title III state representative and a Title III consultant make an on site monitoring visit. The Title III representative expressed concern about the lack of formal planning:

> As noted in Scott's report, the project is progressing on target; however, there is difficulty in identifying activities and strategy as he does not use a formal gant chart or time lines. He believes in using an "intuitive model" rather than a structured planning

model. My only difficulty with that is that it is difficult to get clear understanding what planning is being done. However, I have confidence in Scott as Project Director and fully agree with the progress he has made to date (CASPY Monitoring Report, 11/12/74).

The group meets with the Superintendent for lunch. The Superintendent is asked why he is interested in alternative education:

Superintendent:

When I visited St. Paul I saw old buildings being used for schools. I saw parents, teachers, and students all involved in their school. I like what I saw. We've got old buildings here too. I'd like to see us use the buildings and people in a similar way.

11/13/74 The Director begins meeting with the Superintendent and Assistant Superintendent to outline possible courses of action with regard to starting an alternative school in Claremont.

See commentary: IV Planning Meetings: Director, Superintendent, Assistant Superintendent (p. 175-178)

11/14/74 The Director takes 11 teachers to the University of Massachusetts School of Education Marathon on Alternative Education.

See commentary: V. Selecting Teachers to Attend the Marathon (p. 179)

11/15-17 The Director attends the National Alternative School Program's clinic for director's of alternative schools. The Director collects data that alternative schools with 100 to 200 students, with equal per student funding, survive the longest.

11/18/74 The Director holds a third meeting with the Project Challenge staff. The group brainstorms problems facing them in trying to start an alternative school. The Director and the Challenge staff reschedule a meeting at the jr. high to invite other interested teachers to join the project.

11/18/74 The Director is guest speaker at the fall Harvest Supper of the city's largest and newest elementary school (Green St. School).

See commentary: VI. Harvest Supper Meeting (P. 180)

11/20/74 The Director meets a second time with the Superintendent and the Assistant Superintendent to discuss the alternative school.

11/20/74 The Director attends the School Board meeting.

11/25/74 The Director holds a jr. high meeting with the Project Challenge staff and other interested teachers. Teachers are supportive of the need to work with the dropout. Only one of the nine appears really willing to seriously consider joining the project.

11/22/74 The Director meets a third time with the Superintendent and Assistant Superintendent to discuss plans for an alternative school.

December

12/2/74 The CASPY Project Evaluator completes his interim evaluation report for Title III and the State Advisory Committee.

> Project Management
>
> While Scott Bristol appears to be very competent in his role as project director there is a definite need to insist on more specific documentation of project activities. I seriously doubt if there is such a thing as an "intuitive model" for bringing about change and if there is one I doubt how successful it might be. I do not deny factors like intuition and luck are important in any course of events but so aren't planning and sound management practices (p. 6).
>
> Recommendations
>
> Intuition plays a part in everyone's life. However, the frequency with which one's intuition is accurate does not suggest it to be a reliable model of planning. There needs to be a formal, written plan that outlines what is happening in terms of Claremont's needs assessment. The needs assessment is the backbone of this planning effort and the activity that will probably be weighed most heavily in terms of accountability. Documentation must be available that shows that a systematic approach to needs assessment does exist, who is involved, what information is being gathered, when it is to be available, and what will be done with it. (CASPY, Interim Evaluation Report, E. Barnes, 12/2/74, p. 8).

12/3/74 The Director meets a fourth time with the Superintendent and Assistant Superintendent to discuss plans for an alternative school.

12/4/74 The Director attends the school board meeting.

12/9/74 The Director meets a fifth time with the Superintendent and Assistant Superintendent to discuss plans for an alternative school. A date is set for the Director to share his findings on the dropout rate and the repeat rate with the principals. At this point the Superintendent and the Assistant Superintendent are not ready to support either of the two alternative school plans suggested by the Director as possible action steps.

12/10/74 The Director makes his first presentation to the Claremont Principals on the district's dropout rate and failure rate. The meeting is not completed so it is reschedule.

See commentary: VII Director's Dilemma (p. 181-182)

See commentary: VIII Director's Presentation to the Principals (p. 183-185)

12/13/74 The Director meets with Tom from the Project Challenge staff to discuss their concerns from the last meetings. Tom clarifies that the Project Challenge staff do not want to work in an alternative school that is aimed at dropouts.

12/16/74 The Director meets a second time with the principals to discuss the dropout rate and the repeat rate data that he has collected from the school records. The Director asks the principals whether they see this information as grounds for starting an alternative school or alternative programs within their schools. The principals do not make a group statement. The elementary principals say "no" to the alternative school and "maybe" to alternative programs. The jr. high and 9th grade principals say "yes" to both the alternative school and to the alternative programs. The high school principal says maybe to both.

12/18/74 The Director attends the school board meeting.

January

1/6/75 The Director meets with the Pre-budget Committee, Superintendent, and Assistant Superintendent to review his upcoming report to the school board.

1/8/75 The Director presents his official CASPY report to the Claremont School Board:

4. Title III Report

Scott Bristol, Title III director, went over his written report, distributed earlier to members. However, before beginning, he told the Board his research had brought him to conclude an alternative school is not the answer to the District's problems.

The Superintendent said School Board member 7, who was absent, had sent work the report was excellent. The Superintendent also said that he personally felt that Scott Bristol was an unusual man, since the report could mean he does not have a job next year.

The first part of Mr. Bristol's report dealt with "Viability of an Alternative School in Claremont;" there were several questions from Board members and considerable discussion. The Board then approved, by vote, the following conclusion, as presented by Mr. Bristol at the end of Part I of the report: "At this time, Jan. 1975, given the financial constraint of 'no increase in budget', a separate Alternative School of 100 to 200 students, financed by the Claremont School System and/or supplemented by external funds on an equal per student level as the district, as presented in Strategy 1 and Strategy 2, does not seem viable." Motion was first and seconded.

The second part of the report dealt with "Dropout, Failure, Performance, and Money: Problems to be looked At?" After questions and discussion, the Board affirmed by vote, that, if conditions warrant there be (1) further study of the dropout problem from the Claremont Public Schools, leading to recommended action, and (2) there be further study of the repeat problem in Claremont's elementary schools, leading to recommended action. The motion was first and seconded. (Claremont School District Minutes, 1/8/75)

See commentary: IX Claremont Alternative School Planning Year: Report I (p. 186-189)

1/9/75 The Claremont newspaper runs a front page article on the Director's report.

See News Article II (p. 190)

1/10/75 The Author of the article that appeared in the Claremont newspaper called the Director to apologize about the headlines the article got. It seems that the author does not write the headlines. The Director agreed that the headlines were misleading but the article itself was fine.

1/10/75 The Director meets with Title III representatives of the State Department to explain report and redirecting of CASPY. The Title III representatives indicated that unless Claremont shows that it is continuing with the same plan or still developing alternatives within the system the State Advisory Committee is likely to withdraw the grant. Both representatives agreed that SAC is going to ask how the grant is going to improve the education of students. The Director is requested to re-submit a new proposal by early February for the next meeting of the State Advisory Committee.

1/12/75 The Director receives letters from two different elementary teachers expressing disappointment in the failure of an alternative school to get going, and that "a number of teachers are truly interested in helping Claremont move in new directions."

1/14/75 The Director announces in the principals' meeting that the CASPY grant will help finance restructuring of alternatives within their given schools. The Superintendent supports this possibility.

1/15/75 The State Department of Education, Vocational Education, announces a three year $109,000 a year grant aimed at the dropout and career education. The proposal needs to be submitted by March 7, 1975. The Director and Chairman of the High School Voc.-Ed. Department pursue this grant as a possible funding agent for an alternative high school.

1/16/75 The Director meets with the Assistant Superintendent to schedule meetings with individual principals to discuss alternative programs they might want to implement.

1/17/75 The Director holds a meeting with the Jr. High Principal, the 9th grade Principal, and Paul from the Project Challenge Staff to discuss implementing a Project Challenge type program as an internal alternative.

1/17/75 The Director meets with the Chairman of the High School Voc.-Ed. Department to discuss the Voc. Ed. grant. The problems of: lack of space, lack of interested staff, and the question about whether the grant is really aimed at what Claremont needs still remain unanswered.

1/23/75 The Director runs a meeting with the Assistant Superintendent, Teacher Consultant, and three Elementary Principals to determine possible alternatives they may be interested in implementing in their own schools. The Director is invited by one of the Principals (Jane) to meet with her staff.

1/28/75 The Director meets with Title III representative for on-site visit. The Director explains the projects he is working on. The Title III representative explains that Title III is not likely to support a Project Challenge type of program.

1/28/75 The Director meets with the staff of Jane's Elementary School in a one hour after-school meeting to work on alternatives they might want to implement in their school.

1/29/75 The Director and Chairman of the High School Voc.-Ed. Department request permission from the school board to pursue funding to start an alternative school for dropouts. The District would not be responsible for this project. The project would be totally separate from the public school system. The District would only act as a funding agent. The School Board supports application for these funds.

1/31/75 The Director submits to Title III a revised CASPY proposal for February-June:

Strategy I

Goal 1: The goal of Strategy I is to develop within one or more of Claremont's five elementary schools programs which teachers, administrators, school board members and parents feel will help reduce the present repeat rate and/or deal with other problems identified by these groups.

Strategy II

Goal 2: The goal of Strategy II is to develop within the Claremont Jr. High and 9th grade school a program which teachers, administrators, school board members and parents feel will reduce the dropout rate and/or work with potential dropouts.

Strategy III

Goal 3: The goal of Strategy III is to develop a Work Service Program" aimed at young adults (ages 16-21) who have dropped out of school. This program would be supported by the Voc.-Ed. Exemplary Projects grant if funded.

February

2/6/75 The Director meets a second time with the elementary school staff of Jane's school. The session ends with no further expressed need for the Director or for assistance in trying to implement alternatives within their school.

2/7/75 The Director meets representatives of the State Dept. Voc.-Ed to discuss if plans for "Work Service Programs" are within their guidelines. The guidelines do not appear to fit what the Director is planning for Claremont that well.

2/17-21 School is closed for winter break. The Director works on the Voc.-Ed. grant. At the end of the week the Director concludes that the alternative school-Work Service Program, is not compatible with the guidelines of the Voc.-Ed. grant. This decision is shared with the Voc.-Ed. Chairman who agrees. They notify the Superintendent that they have decided not to pursue the grant further. He agrees.

2/25/75 The Director meets with the Superintendent to discuss the upcoming Title III on site, two day, evaluation meetings. The Director expresses concern to the Superintendent that nothing

is really happening with the alternative school grant and that it should be returned to the state. The superintendent does not like this suggestion. The Superintendent and the Director formulate a plan to set up an Alternative School in one of the existing elementary schools. The Director expresses concern that the Assistant Superintendent will not support this action. The Superintendent assures the Director that the Assistant Superintendent will go along with this decision and that he personally will speak to him about it before the on site meeting.

See commentary: X. Decision to Act (p. 191-193)

2/25/75 The Director meets for dinner with the on site evaluation committee: a member of the State Advisory Board, the CASPY Title III representative, Claremont's Title I representative, a local school board member--Mrs. Jones (member 3), and a consultant to Title III who is also a principal of an elementary school in another district. The meeting focuses on the events of the day. The Committee supports the direction the project is now moving and supports the Director's concern about bringing the Assistant Superintendent on board.

2/26/75 The on site Evaluation Committee meets with the Director, the Project Evaluator, the Superintendent, the Assistant Superintendent, and the Teacher Consultant. The Committee supports the move to create an alternative elementary school. They also recommend a number of specific actions:

1) Create an executive team to plan the implementation.
2) Create an advisory board to see that the project is responsive to the needs of parents and the community.
3) Use various needs assessments to design and implement the project: i.e. Title I, Title III, Right to Read, and the Staff Development Needs Assessment.
4) Submit a management plan for use of remaining Title III funds to the State Advisory Committee by 3/28/75.
5) Submit refunding proposal to Title III by 3/28/75.

March

3/5/75 The Director meets with the executive committee: Superintendent, Assistant Superintendent, Teacher Consultant and School Board Member Jones. The decision whether to pursue refunding is explored. The committee decides to pursue refunding and to find a director to manage the Alternative School project other than any of the present principals.

3/6/75 The executive committee meets to discuss planning concerns. The Director explores various planning concerns with the committee: Timing--how do we let all the groups know; teachers, parents, school board members, and administrators,

without confusing or scaring them?; Is West Terrace the best setting to try this?; What will the relationship of the present principal, who is responsible for two schools one of which is West Terrace, be with the director?; How will the transition be made after the first year?; Can we write educational goals with respect to our needs assessment for a one year project?; Is there time to organize the whole thing?; What is the best investment (long term) for Claremont?. The committee agrees that many different groups need to be informed of the action and their support solicited. If they don't support the project then the committee needs to reconsider its action plans. The project should also be considered a three year project and it will have its own director. The Director outlines a time line for contacting various individuals and groups on the alternative school. The committee supports the time line and plan.

3/3-7 The Director and School Board Member Jones talk to the board members individually to make known the present plan for making West Terrace an educational alternative for Claremont. Tacit support to continue the project is solicited.

3/10/75 The West Terrace school which shares a principal with another elementary school, is picked to be the site of this project because of its small size and because of its eligibility for Title I funds. The principal is notified of the project and that if the project is funded he will only be responsible for one elementary school and that the director of the project will be responsible for West Terrace.

3/11/75 The principals of the Claremont School System are notified of the project at a principals meeting. They are asked to vote on whether they support the project by the Director. They vote unanimously to support the project.

3/11/75 The present Director notifies the Superintendent that he will consider staying on to manage the project if he can take part of his salary to hire an assistant in order that he can continue work on his doctorate. The Superintendent agrees. The executive committee also supports this action.

3/12/75 The President of the Sugar River Education Association is notified of the project by the Superintendent of Schools with the Assistant Superintendent, Teacher Consultant, and Director present. A letter of support is requested from the SREA's executive board. The president agrees as long as the Superintendent will guarantee that no teacher who is presently hired will lose their job because of the project. A letter of support is received from the SREA executive board.

3/14/75 A one page description of the West Terrace Project and the timeline notifying the various groups is sent to the School Board members. They are notified prior to the first public meetings in order that the Director and the executive committee might respond to their concerns first. No concerns are raised.

See commentary: XI Description of the West Terrace Project (p. 194-195)

3/17/75 Officers of the West Terrace Parents Teachers Association meet with the Superintendent, Assistant Superintendent, and Director at the District office (2:30 p.m.). A one page information sheet is handed out by the Director. The Director and the Superintendent explain the project with the Assistant Superintendent and the Teacher Consultant clarifying special points.

3/17/75 The staff of the West Terrace School are notified of the project (3:30 p.m.) and the new staffing plan. The Superintendent explains the project and the district's motivation for doing it. The Director explains the workings of the project and its stages in more detail. The Assistant Superintendent explains various aspects of the project too. The President of the SREA is present. The information sheet is passed out.

3/18/75 District teachers are notified of the project at a city wide teachers meeting held to discuss the school budget and the West Terrace Project. The information sheet is passed out to all teachers. The Sueprintendent introduces the project and the Director answers questions from the teachers.

3/24/75 The Director meets with the Title III and Title I representatives. The Director outlines Claremonts funding request. A potential budget is outlined with respect to the funding guidelines for Title III and Title I: $30,000 and $20,000 respectively.

3/24/75 A special parents meeting is called by the West Terrace PTA at the request of the Superintendent and the Director to explain the project. 40 parents along with the staff attend the meeting. This is considered an especially large turnout by the PTA staff. The parents are asked to vote on accepting this project at their school. 32 vote in favor of the project.

See News Article III (p. 196)

3/26/75 The Director meets with the executive committee to review the written West Terrace Project Proposal that will be submitted to the state. The governing procedure and the budget (Title III) are discussed and approved for presentation to the School Board.

3/26/75 A brief proposal requesting pursuit of Title III funding for FY 1975-76 is presented to the Claremont School Board by the Director. The proposal is passed by the Claremont School Board. This proposal outlines the process by which the project's goals and objectives will be established and the process by how the project will be managed.

3/28/75 The West Terrace Project Proposal is submitted to Title III.

See commentary: XII The West Terrace Project Proposal (3/28/75) (p. 197-199)

3/31/75 The Director meets with the West Terrace PTA officers and solicits their hopes and concerns for the project. Two other meetings are planned in order to meet more parents and collect their hopes and concerns, and in order to form a parent advisory committee.

APRIL

4/2/75 The Director holds the first of three meetings with teachers interested in the West Terrace Project (WTP). The Director outlines the basic expectations of future members. First of all teachers will be expected to work as a team on the schools educational problems. Time wise the new staff are expected to take part in a three day staff development and planning workshop that will take place in three weeks (late April). Teachers are also expected to take part in a four week core planning and development session this summer. The purpose of the three meetings that will be held over the next three weeks is "for teachers to learn more about the project, the Director and other teachers interested in working on the project". 13 teachers attend the first meeting. The West Terrace Project will fill 8 teaching positions between kindergarten and fourth grade.

4/3/75 The Claremont voters cut $155,000 from the school budget in the annual public district meeting.

4/7/75 The Director meets with the executive board. The Director inquires about the vulnerability of the West Terrace Project because of the budget cut. The Superintendent and other members agree that the project will not be affected by the cut. The Director also outlines a process by which teachers will select who will work at the West Terrace Project. The Director believes this process is congruent with one of the underlying goals of the project: the teachers' commitment to work as a team. The committee supports this process.

4/7/75 The Director holds the second meeting with the (13) staff interested in being selected to the West Terrace Project. The Director presents to the staff a written outline of the

selection process. The Director also hands out a list of concerns that came from the first meeting. Both the process and the concerns are discussed by the Director and the staff. A meeting for 4/11 is scheduled in order for people to spend more time getting to know each other.

4/11/75 Potential WTP teachers meet with the Director in an informal meeting. The teachers continue to arrange visits to each others classrooms. The Director shares his educational experience and Vita with the staff.

4/14/75 The Director meets with a group of parents to form a parent advisory board. An open house meeting is scheduled for May 8. At this time the parents will meet the new staff. The staff will present the project goals and objectives to the parents for discussion and addition of their concerns that might not have been included. Two parents are also selected to serve on the West Terrace Project Governing Board.

4/16/75 The Director meets with ten potential WTP staff members. One person withdraws before balloting expressing that the summer workshop will take too much of her time. Seven of the eight slots are filled on the first round of balloting. The second round of balloting selects the final teacher by a 5-4 vote. The one teacher who was not selected leaves the meeting.

See commentary: XIII Staff Selection (p. 200-202)

4/17/75 The Director is contacted by the secretary of the West Terrace school and told that the final teacher selected on the 16th decided not to work at the West Terrace Project because of the time commitment and because she also felt she would not fit into the social life and values of the project-young staff. The 9th staff applicant is then selected to fill the 8th teaching position. She accepts the position and the staff support her selection.

4/18/75 The Director meets with the executive committee to share the staff selection procedure and results. The Director also shares the next planning steps: 3-day workshop, parent advisory board, parent open house. The executive committee requests that the Director look into using minimum competencies as part of the summer workshop and as an integral part of the project. All the members of the executive committee had visited an elementary school whose reading and math curriculum were set up in this manner and they were impressed. The Director agrees to visit the school and inquire about the staff training.

4/20-23 The new staff members are released from school to attend a 3-1/2 day planning and development workshop conducted by the Director and an outside organizational development consultant. During the workshop the staff work on:

1. Personal relationships-team building and problem solving.

2. The staff and the Director write the goals and objectives of the project to fit the various needs assessments: Title III, Title I, Staff Development Community Survey.

3. The staff pick a representative to serve on the West Terrace Project Governing Board. They also define a procedure for selecting future reperesentatives and they define the responsibilities of their representatives.

4. The staff and the Director budget funds for the project: assistant director, aides, classroom materials, enrichment activities, summer workshop.

5. The staff and the Director set up dates for teachers to visit different alternative schools.

6. The staff and the Director review the schedule of future meetings and activities before school ends: parent meetings, staff meetings, parent workshop, selecting aides, selecting consultants to the summer workshop, completing the final West Terrace Project Proposal.

7. The staff discuss the hiring of an assistant director. The Director explains that having an assistant is a condition of employment for him. The Director takes the major responsibility for recruiting and hiring an assistant director. The director also takes a salary cut to help pay for the assistant.

Note: The secretary of the West Terrace school also attended the workshop and participated in it.

4/29/75 The Director meets with the executive committee to review the output from the workshop and to go over the timeline for future activities. The date of the four week summer workshop is set so that the Superintendent can assure access to the school (won't conflict with janitorial work to get the school ready for the fall). The Assistant Superintendent asks if there is a possibility of the project dropping a grade. The Director

says "no", especially after all the work that has been put into the building of the present West Terrace Project staff team. The Superintendent supports the Director. The Director also requests permission to hire Ms. Pat Cook as assistant director. Ms. Cook is presently finishing her MSW. Last fall she helped the Director on the compiling of the dropout and repeat data that was used in his report to the school board. She's familiar with Claremont, the CASPY Project and she can start work in mid-May. The executive committee support hiring her as long as she knows that it is contingent on title funding for next year.

5/5/75 The Director meets with the staff to up date planning steps. The staff also review the goals and objectives of the project that were written in rough draft by the staff during the workshop and formalized afterwards by the Director. Volunteers are recruited by the Director to work on 1) the selection of three teacher aides, and 2) the planning of the parent workshop.

See commentary: XIV West Terrace Project Goals (p. 203-204)

5/7/75 The Director meets with the staff to finish planning the parent open house. Different staff members taken on the responsibility of sharing the various goals and objectives of the project. The staff role play teacher-parent interviews about the project in preparation for the meeting.

5/8/75 A parent open house is held by the West Terrace PTA. The purpose of the meeting is for 1) the parents to meet and talk to the new staff of West Terrace; 2) for the staff and Director to share how the project will work; 3) for the staff and Director to share the project's goals and objectives; and 4) for the staff and Director to explain the two day parent workshop. The Director also hands out a number of questions the staff are interested in exploring at the workshop:

1. What would your "Best of all possible worlds" school be like?
2. What can we do to make you more comfortable in visiting us?
3. How important is a teacher's dress?
4. What are the really important things you think kids should learn in school?
5. What kind of procedure can be set up so that we can hear from you about what we're doing right and what we are doing wrong?
6. What is our educational responsibility, what is yours?

Twenty parents attend the meeting. Thirteen sign up for the workshop.

See News Article IV (p.205)

5/12/75 The Director meets with the executive committee to report on the projects progress and continued planning: release for teachers for parent workshop, hiring assistant director, summer workshop, parents response to the project to date.

5/13/75 The Director talks with the Assistant Superintendent to discuss a concern raised by the principals of the new staff. The principals are concerned that the teachers are missing too much school because of the West Terrace Project planning activities. During the discussion the Director agrees that the principals were not informed enough in advance but he still feels the time is necessary. He says that he will raise their concern with the teachers and that he trusts their judgment.

5/14/75 The Director and the Teacher Consultant attend a one day workshop on Title I funding. They also meet with the Title I representative to Claremont to review the District's funding proposal for fy'75-76. This proposal includes the West Terrace Project and other Title I projects in Claremont.

5/15/75 The Director meets with the principals individually to discuss their concerns about teachers being out of the building too much. The Director apologizes for not informing them enough in advance. The Director also lets them know the amount of time they will miss for the remainder of the year.

5/15/75 The Director meets with a small planning group of teachers and parents to design the parent workshop.

5/16/75 The Director and three teachers visit the "minimum competency school" recommended by the executive board. They also meet a potential consultant to the summer workshop.

5/19-24 The Director sends out a newsletter to the district teachers on the progress of the project.

5/26/75 The Director meets with the WTP staff. He introduces the Assistant Director Ms. Cook to the staff. The Director also introduces a potential consultant to the summer workshop who explains her role in helping teachers write minimum competencies in reading and math. The staff complete their planning for the parent workshop. Teachers agree to attend only one day of the workshop in lieu of their principals' concerns and their own need not to miss any more time. A schedule is arranged by which all the teachers will be there the first morning. Over the next day and a half each will attend a half day.

5/27/75 The Director and the Assistant Director attend the elementary principals' meeting. The Director introduces the Assistant Director and explains that he will be absent at times and that she will fill in for him. She will also have other responsibilities that she will take on: i.e., Title I and Title III evaluation materials. He also explains that he will be absent the last three weeks in June and that the Assistant Director will work with them on the WTP during that time. The reason he will be absent is that he will be attending workshops. The topic of dropping a third grade class because of the drop in enrollment is brought up by the principals. The Assistant Superintendent explains that he thought it should be dropped from West Terrace but the Superintendent overruled him. Further discussion of the topic stops. The Director invites teachers from all over the district to attend the summer workshop. The Teacher consultant then expresses his concern that the WTP summer workshop is taking teachers from his summer school program.

5/28-29 The Director, Assistant Director, staff and the consultant who helped the Director run the first staff planning and development workshop, conduct a two day parent workshop. The Workshop is held in the Grange Hall next to the school because of the lack of space in the school. The staff and parents complete a number of activities:

1. They share impressions of each other. Parents and teachers learn that parents think teachers are more critical of parents then they actually are.
2. Teachers discuss questions with parents.
3. The Director learns that parents are unable to call the school because none of the elementary school phones are listed. Parents agree that having the phone listed would improve communications.
4. Certain teachers put on "experienced based" learning demonstrations for parents. Parents find the demonstrations helpful in understanding what will be different about the teaching process from when they were in school.
5. The parents express three major concerns:
    a. Will there be discipline?
    b. Will children learn the basics?
    c. The parents express these concerns have arisen because of the negative things some of the teachers who are leaving the school are saying about the project.

The staff address these concerns.

Twenty different parents attend the workshop. On the average, 6-8 attend each half day session.

June

6/2/75 The Director and Assistant Director meet with the executive committee about the final West Terrace Project proposal. The Assistant Superintendent raises a number of concerns about the projects budgeted expenses and about who in the administrative staff is responsible for the project and what authority they have over its operation. No changes are made in the proposal.

See commentary: XV Conflict Over the Governing Board (p. 206-208)

6/2/75 The Director meets with the staff and the consultants who will run the summer workshop to finalize its plans. The workshop will focus on teachers using the present curriculum and their own classroom experiences to write a k-4 minimum competency curriculum in reading and math. This will result in a continuous progress curriculum that will allow teachers to diagnose and work with students at their individual academic level irregardless of grade. Teachers have the option of getting 6 academic credits from the University of Vermont in lieu of a weekly stipend. The staff group that had formed earlier to work on the hiring of aides present the qualifications the staff want in aides. A timeline and an interview schedule is also set.

6/3/75 Notifications of the qualifications and selection procedure for the West Terrace Project aides are sent to interested aides and applicants throughout the district.

6/4/75 The Director gives copies of the first draft of the final proposal to the Superintendent and Assistant Superintendent. The Superintendent oks it. The Assistant Superintendent requests more time to read it.

6/5/75 The Director calls the Assistant Superintendent to see if he has any concerns about the proposal before the Director presents it to Title III. The Assistant Superintendent expresses his belief that the West Terrace Project Governing Board as it is described in the proposal (and approved and submitted to Title III by the Claremont School Board-3/28) is circumventing the district administration and that the district administration would end up having no say in how the school is administered. He expresses his belief that the district administration should have veto power over the project. The Director disagrees. A meeting is scheduled with the Superintendent to discuss this problem later in the afternoon after the Director returns from a meeting with Title III.

6/5/75 The Director and Assistant Director present the first rough draft proposal to Title III. Title III requests a few minor changes in evaluative criteria but are very satisfied with the proposal. The Directors share the Assistant Superintendent's desire to give district administration staff veto power over the Governing Board of the West Terrace Project. The Director, Assistant Director and the Title III project representative all agree that such a change in the operation of the governing board would alter the nature of the project as presented originally. The Title III representative supports the Director's decision not to give in on this point.

6/5/75 The Director, Assistant Director, Superintendent, and Assistant Superintendent meet to discuss the West Terrace Project Governing Board. At first the Superintendent is upset with the Governing Board's structure and intent as explained to him by the Assistant Superintendent. After numerous walk throughs by the Director, of potential conflicts and decisions that the Governing Board might face the Superintendent agrees that it is a change from normal procedure but his authority is still basically intact. In the end he supports the Governing Board as defined, thus overruling the Assistant Superintendent.

6/9-27 The Director leaves for three weeks.

6/9/75 The District receives word that the State Advisory Committee approves the West Terrace Project Proposal as submitted to date. Funding is contingent on the District's final formal submittal of the proposal.

6/9/75 The Assistant Director meets with the executive committee to review the final proposal before presenting it to the school board for approval. A few changes are requested. The Assistant Superintendent raises a concern over the grievance procedure which leads to simple modifications. A meeting is set to review the final proposal that will go to the school board.

6/10/79 The Assistant Director meets with the staff to present the final proposal. The staff vote to approve the proposal and its goals and objectives as written.

6/11/75 The Assistant Director meets with the parent representatives to the Governing Board to review the proposal. No changes are requested. A date is set to share the proposal with the entire Parent Advisory Committee.

6/11/75 Interviews are held by four staff members for the three aide positions. Eight applicants are interviewed.

6/13/75 The Assistant Director meets with the executive committee to review the final draft of the proposal that will go to the school board. The Assistant Superintendent expresses his disagreement with the Governing Board procedure. The Superintendent commits himself to the experiment and the proposal as written. Copies are sent to school board members.

6/16/75 The Assistant Director meets again with the executive committee to review the final proposal. Field trips, budget, dissemination of information within the district and other issues are discussed in detail.

6/16/75 The West Terrace Project staff meet and make final selection of aides.

6/16/75 Option letters are mailed to all the parents of children who would normally attend the West Terrace Elementary School. In this letter the project is briefly explained. Parents are given the option of withdrawing their student from West Terrace and placing them in another elementary school of the district's choosing. (By September of '75 only the request for transfer of 2 students out of 200 will have been received. The parents of 10 students outside of the West Terrace district will have requested transfer into the school.)

6/18/75 The Director returns from the workshop to present the final proposal to the School Board. The proposal is officially passed and submitted to Title III and Title I.

6/19/75 The Assistant Director meets with the Superintendent concerning the aides that have applied and been selected to work at the West Terrace Project. He is concerned that all the good teachers and aides are leaving one building and the principal is upset. A meeting with the principal, the Superintendent, the Assistant Superintendent, the Director and Assistant Director is scheduled for 7/3.

July

7/2/75 The Director and Assistant Director meet with the principal of the elementary school who is concerned about losing two aides. The principal expresses his belief that the District should not allow the aides to apply for the jobs. The Director and Assistant Director agree that the two aides would be a great loss to his educational program. They also suggest that the principal meet with the aides and express how important they are to his program. The Assistant Director shares that she has talked to them personally and that they would likely stay if he personally talks to them. The Principal disagrees with the Director and Assistant Director's suggestion. The Principal believes it is up to the Assistant Superintendent to ask them to stay.

7/3/75 The Director and Assistant Director, the Superintendent and Assistant Superintendent, and the Principal meet to discuss the West Terrace Project hiring of two aides. The Assistant Superintendent believes the aides should be talked to by the group: Superintendent, Principal, and Director, also express their concerns but that the aides should have the final say whether they take the new positions or not at West Terrace. At first the Superintendent wants to force the aides to stay at the elementary school they're presently at. After the discussion he changes his mind to support the Assistant Superintendent's suggestion. The Director and Assistant Director also support the Assistant Superintendent's suggestion.

7/8/75 The Director and the Assistant Director meet with the executive committee to define their job specifications. It is decided that the Director will report to the Superintendent with regards to the overall management of the project. The Director will work with the Assistant Superintendent to coordinate the projects activities with the other elementary schools. The Assistant Director will report to the Director.

7/10/75 The Superintendent, Principal, and Director meet with the Aides. The Superintendent expresses his concern about the aides leaving the school. The Principal agrees with the Superintendent but is mostly silent. The Director supports that they should make their own choice but that it is important to consider all the various concerns. The Aides are asked to share their reasons for wanting to work at the West Terrace Project by the Superintendent. They share their reasons. The Superintendent is impressed by their reasons and tells them that the final decision is up to them and he will support it. The Aides decide to think it over. The next day both Aides decide to work at West Terrace.

7/21-8/15 The Teachers, Aides, Director, Assistant Director and Secretary of the West Terrace Project, along with one other teacher from the District, attend a four week summer workshop run by two educational consultants. The Staff work in groups of 2-3 in writing the minimum competencies for each grade level from k-4. This allows the teachers who will be teaching the same grade level to work together on formulating minimum competencies in reading and math for their grade level. The Director works with the grade 4 teacher and the Assistant Director works with the kindergarten teacher. Time is also spent designing and making games and activities to use as teaching aides with respect to the various competencies. At the end of the workshop, in a written evaluation, the staff report the workshop as being an overwhelming success. On a 0 to 9 scale, 9 being high, the staff report twelve 9's and one 8 for both: 1) the climate of this workshop is very

positive, and 2) the program will strongly influence what I do next year. The staff also recorded a number of comments about the workshop:

"Best, most valuable workshop I've yet attended."

"I had doubts about the workshop after our initial meetings. I thought we would have personality conflicts. Fortunately these never evolved. I was pleased to see the development of academic structure. I feel that the school year can only be successful."

"At the beginning of the workshop I had my doubts about the program. After all the work we've done together and all the laughter--my doubts have vanished--the only thing that might hold me up is getting this program into a comfortable working process in my room--but I guess we all have that feeling. I'm looking forward to a great year."

See News Article V (p. 209)

August

8/4/75 The first official meeting of the West Terrace Governing Board is held. The Director introduces the two parent representatives, the administrative representative (Superintendent), the staff representative, and the school board representative to each other. The Director notes that the meetings are open and that after the start of the school year regular meetings will be scheduled. The operating of the governing board is reviewed. A proposed student selection process for students requesting to transfer to West Terrace is presented by the Director. After detailed discussion the original proposal is ammended and added to and passed. (Minutes of the West Terrace Governing Board 8/4/75.)

8/28/75 The second meeting of the West Terrace Governing Board is held. The Director reports on the completion of the summer workshop. Copies of the manuals written by the teachers are presented. A presentation of this work will be made at a later date to the school board by the Director. The student selection process is reported on. All ten parent requests are fulfilled. Two parents requested transfer out of the school. The Assistant Director presents a plan for academic testing as part of the project evaluation procedure. It is passed. Activities aimed at sharing the projects ongoing progress are discussed. Regular monthly meetings are scheduled for the 3rd Tuesday of each month. (Summary of Minutes of the West Terrace Governing Board, 8/28/75.)

September

9/2/75 The first day of school.

I Entry

10/74 Director's Notes:

"My first task was to let the school system know I was present. In doing this I was trying to let people get a sense of me, and in turn I could get a sense of the people who run and work in the schools. The first month involved interviewing all the school board members. One of the tones I was trying to set was that I wasn't a flaming radical.

I also met with all the staff and introduced myself to them and gave a brief overview of what I was doing. If they were interested in finding out more, I had scheduled a special introductory meeting. In the meeting we discussed alternative education and what might happen in Claremont. Before doing this I had met with all the principals so that they were aware of what I was doing. All my initial actions went through the proper channels. I've made a conscious effort to make sure that the people who would be first to hear if bad rumors started or if something went wrong, were aware of my moves. For instance, before having any kind of article in the paper I wanted to make sure all the school board members had met and talked to me. In hopes that if any problems should arise, like irate phone calls, they would have enough information to answer the complaints, or at least know how and where to get the answers. I see school board members as well as the superintendent and principals as being vulnerable to public complaint and attack. A new project, especially "Alternative Education", with all its liberal connotations, has the potential of putting public school officials in an embarrassing position, unless they know what is going on, or unless they have some type of personal contact with the project, such that they're willing to check what's going on and not jump to the worst conclusions.

In most of these interviews I was always asked "What exactly is an Alternative School". My little speech might go something like this: "From my experience with NASP and our national survey of alternative schools, which we performed last year, we found two general types of alternative schools. The first type of alternative program I would characterize as the alternative program that usually arises out of a well educated middle class community. The parents and the students are usually the key impetus for getting the program going. These students generally are the students who are going to make it in the school system. They have the basic skills when they enter the alternative program. The alternative school allows them a flexibility to pursue their personal interests and skills in more depth. Schools that are of this kind can be found in Newton, MA., Sharon, MA., and Scarsdale, NY. The parents usually

play an instrumental role in getting these programs going. There is usually a strong democratic ethos with regard to this type of start up, i.e., "students should have more say in how the school is run."

The second type of alternative school I would characterize as arising out of the inner city. The impetus for this type of program usually comes from concerned administrators and educators. I would call this type of program as being a survival school. The student who these educators are trying to reach is the dropout who is out of school, has little basic skill ability, and is likely to be caught in a socio-economic and educational rut. These alternative schools can be found in New York City: Harlem Prep; Philadelphia: Franklin House. It's the second type of alternative school that I see fitting in with Claremont's educational needs. In this type of alternative school the staff rather than parents or students act as the initial change force. This type of program would also fit the recent needs assessment of New Hampshire in which the basic skills and vocational education were on the top of the list.

II. Interviews

Director's Notes:

During my interviews with the school committee members I asked them who they thought I should also interview in trying to get a sense of the community's educational needs; especially the dropouts. Each member usually recommended two or three other people who they thought would be helpful. From the group of people I interviewed, most of whom were part of the helping community: welfare, probation, mental health clinic, the drug abuse counselor, and community action program (CETA), all supported the need to work with the dropout. Except for the local community center, most of the groups or individuals were already working directly with the students in some manner. The picture this group painted of Claremont seemed to go like this: "Claremont High School is a good school for students who have the capacity to go on to college, but for the student who will stay in Claremont the High School does very little for them. It's these same people that the schools have done so little for that vote down school budgets, can't get jobs and go on welfare." It also appears that most of the schools are very strict and authoritative and that the parents support this type of school.

After interviewing these people and getting a sense of the educational need to deal with the dropout the question I asked myself was: "How do I go about proving this need?" But this question alone has numerous following questions that also have to be considered: to whom am I proving this need?; what is their reasoning process or what kind of data will they respond to? Continuing to think this through--suppose the school board, superintendent, Title III, whoever accepts the fact that there is a dropout problem. Their question back to me is: "What is your plan to deal with the problem and how are we going to pay for it?" Other questions that Sarason points out in his book The Creation of Settings are also important: Who are the staff that are going to work in this program aimed at the dropout? Do they have qualified skills? In selling this program to the district am I not trying to solve a problem that they haven't been able to solve with less money and resources--a questionable probability of success exists. From my interviews with the school board members a number of points I had to keep in mind existed: 1. No increase in the budget, what this means is that the alternative school would have to be funded externally, by a re-allocation of staff and resources, or by picking up teacher positions that would have been dropped with the dropping enrollment. 2. Not only a concern for dropouts exists but a concern for the students who are in the elementary grades and having problems exists. 3. There is a concern for other new projects supported by the district that are just getting started having their funds and support taken away.

With respect to working with the dropout, the first thing that struck me was that since these kids were not in school, no money was being spent on them. To put them back in school would cost more. Therefore outside money would have to be brought in to start any size program. One of my first tasks was to check the size of refunding Title III was willing to grant for the following year. In checking deeper into this problem a glaring misrepresentation between the school district superintendent and Title III came into view. It seems the superintendent was of the opinion that since Title III was willing to grant Claremont $20,000 for a planning year, then they must be considering big money for the following years ($100,000 and up). When the superintendent told me of his impression of Title III's intentions I told him I would check with Title II and get back to him. Title III confirmed my initial impression that there was only $30,000 set aside for Claremont for next year. From this I concluded that for the superintendent to support starting an alternative school there would need to be a large influx of external funds, there wasn't room in the present budget to get such a project started. The superintendent was in agreement with my conclusion that the alternative school (dropout) if it is to get started must be funded other than by the school budget, especially with the new tax assessment that came out in September.

This conclusion lead me to seek additional funding to start a program for dropouts. It was also during this time that I made an implicit decision to pursue two different alternative school programs: 1) elementary and 2) junior high and high school. This wasn't an immediate decision but had been slowly coming to a head. The difference between the programs that I saw was that elementary programs could be started by the reallocation, within the system, of students and teachers. As I pointed out the junior high-high school program for dropouts would have to be started withoutside funds. Underlying this decision was a basic decision I had also fromulated during the first two months. My goal in Claremont was to in some manner bring about a change in the school system. I wasn't interested in starting an alternative classroom for dropouts. In order to complege this goal I knew it was necessary to get a program going which included a "critical mass" of students. Exactly what that critical mass meant in size and money I wasn't sure. I knew that 30 to 50 students wasn't enough. After attending an Alternative School Director's Clinic held by the National Alternative School Program in mid November, as both a staff member and a participant, I was able to collect data supporting that a school between the size of 100 and 200, that is funded on an equal per student basis is likely to survive the longest. This data came from NASP's national survey of hundreds of alternative schools acros the nation. This seemed to support my goal. My strategy then developed into pursuing the starting of two different programs of about the same size: 150 students; one elementary and one for dropouts.

10/21/74 · Sunday · Claremont ... Manchester

Claremont alternative school program threatened by costs

By LINDA DOWNING

Last year, when local educators proposed to establish an alternative education program in Claremont New Hampshire, and sought Federal funding for the project, the government agreed to make available money for a year-long planning program rather than the proposed alternative school

The Claremont Alternative School Planning Year commenced this fall, and Scott Bristol a doctoral student at the University of Massachusetts, working on a research assistantship in the National Alternative School Program, was hired as director.

Bristol, whose office is at the Stevens Annex on Hanover, St. is eager to share with the community information regarding the goals and objectives of the alternative program and to receive information useful in designing a school that will be responsive to Claremont's needs and values

Bristol is concerned about the fact that politically and economically the climate in Claremont right now is bad for something new. Hence he is trying to plan a program that will tap existing sources rather then create new expenses.

'if local costs have to be raised, it won't happen.'

"If it is within the existing budget such a system will be started in September of 1975," he explains. But, if local costs would have to be raised, it won't happen - especially not this year with the problems of the new tax assessment. However, some federal funds are available for projects of this type."

Assessment Phase

At the moment Bristol is in the needs assessment phase of the planning year He has been meeting with School Committee members, administrators and teachers to determine what students an alternative school would best serve Thuugh optimally the program would be open from kindergarten through grade 12, finances might dictate a narrower program. In that case would it be better to aim at the elementary grades where the fundamentals are being taught or to concentrate on the high school level where there is a high incidence of dropping out?

Also as a part of needs assessment, Bristol has been working with local educators to determine how much space would be necessary to accommodate the alternative school and what space might be used, e.g., an existing school building, storefronts, churches etc The crux of the question is, "How do we start a new program without new space when we already need more space for the old one?"

Though there have been alternative schools conducted with conventional schools side by side in the same building, the Claremont alternative system is seen clearly as one operating independently and apart "You can run alternative programs within existing schools, but that is different from what we are trying to do," Bristol said. "I support running a separate program."

It is too early in the needs assessment phase for Scott Bristol to define the specifics of the new system i.e., exactly how it will differ from the conventional program, what kind of time schedule will be followed, what courses will be made available, etc. However, he does know what they will be aiming at as a goal.

"We will focus on very basic things like reading and math. The needs assessment the state did recently came up with these as areas to improve and so far my study supports that finding," he explains.

Misleading Phrase

Realizing that the phrase "alternative education" can be misleading to many who associate it only with loosely - structured, artsy situations, Bristol clarified that there really are two types of alternative situations.

"One type comes from middle-class, educated communities , people who value education, parents who want to be more involved," he says. "They through their teachers, start alternative schools, but, basically, the students come in with good skills The new situation allows them flexibility to do more things with those skills.

"The second type is more common in innercity programs, communities where many are out of school, dropouts caught in educational and economic ruts. The existing schools are not helping them master any skills In that situation it is usually through the recognition of the teachers and administrators that something new is done."

'you can run alternative programs within existing schools---'

The Claremont plan would be similar to the second situation It would draw upon existing sources but devise new methods for using them more effectively. Teachers in the present system with an inclination toward the alternative school would be used in that school. Some retraining of teachers would be necessary during the planning year to help prepare them with newer, more effective teaching techniques suited to the children of the Claremont area

Though it is too early in the planning year to project how students will be recruited for the alternative school, a figure of about 10 per cent of the current enrollment has been projected for Though this seems a small number to participate after so much time spent designing the new school, it is felt that limiting the number initially will make it easier to study the full effect of the alternative school on the students and the community.

Bristol is still several months away from finalizing an alternative school program. His chief concern is that the program that is initiated will be the best possible one for the particular needs of Claremont area students. He is interested in hearing from anyone who has a view on the situation that might be helpful; he does not want to dictate a new policy.

"One mistake people make historically," he concluded, "is that the leader comes in with the ideal and tries to get the people to conform. What I am trying to do is find something that fit's into what we have."

NEWS ARTICLE I

III. Project Challenge Staff

Director's Notes:

After the Oct. 10 meeting with the State Voc. Ed. Dept. I felt an immediate pressure to start organizing to write the proposal. The Project Challenge staff seemed interested in pursuing this grant also. During the month of November I met three times with the Project Challenge staff. In response to Sarason's warning about directors designing programs without a staff that is supportive of the program and qualified to carry it out, I used these meetings to recruit a core staff to design the school and help write the proposal. The first meeting (11/1) involved myself and the Project Challenge Staff: Jim, Paul, Sue and Tom. I had met Tom before. The meeting was basically a sharing of "visions." All four members of Challenge are full time teachers in system and at the top of their pay ladder. Tom is chairman of the math department, Paul and Sue are gym teachers, and Jim is a high school guidance counselor. To say the least they have a number of years of public school teaching behind them. They had been running project Challenge for three years (Outward Bound type programs for high school kids), on their own time--weekends and after school, and were now trying to make it a full time program. After the meeting we were all excited about all the different ideas and possibilities we had talked about. As Paul put it when Tom asked where we were at the end of the meeting: "On cloud nine." The following Friday (11/8) I got together with Jim, Paul and Sue to brainstorm problems that we expect to encounter in trying to start an alternative school. From both meetings I got the feeling that although we had similar ideas about what and how the program might be run, the big difference was who were our clients to be: the dropout or the good student who might just need an alternative. I seemed to be pushing the dropout, while the Challenge group wanted to work with the good student who was just turned off to school. Our third meeting was held on Nov. 18. Again Paul, Sue and Jim attended. This meeting seemed to be a repeat or clarification of some of the first meeting. They wanted to know exactly what I saw the alternative school looking like and what role they might play. I tried to present my position as being that I saw them as being the core group to start an alternative school. In that they already worked together for a couple of years, I saw that being a key investment that would be worth capitalizing on. I saw them not as being specialist but as a task group whose responsibility it would be to run the whole school, from clean-up to teaching basic skills. One of the things they were concerned about was not being able to work with the students they've been working with in the high school if they were part of the core staff for the alternative school. My idea was not to stop them working with the high school students but to

legitimize their time spent on Project Challenge by getting the district to pay for their time in substitutes or materials. Presently most of their projects are done on their own time. During the meeting we decided to hold another open meeting at the Junior High. Before I formed a core staff I felt it important that everyone interested be given a chance to join or know why they couldn't join. We were all in agreement about the need for a meeting so others could join, if interested.

Another issue that I presented in all these meetings was that if these teachers became part of the core staff for the alternative school they would no longer be paid by the school district but would be paid by the voc-ed grant. This would be a job risk that after the voc-ed funds dried up the school district might not pick up the bill. It was possible that we could negotiate an interim arrangement where they had a year to decide before dropping officially off the school payroll. In our third meeting we went over what it would cost to support the Project Challenge staff and two other teachers. This was figuring six teachers, working with roughly 150 students. The reason that I was pushing such a size was that from the data collected by NASP it seemed to be a critical size that optimized survival, equal funding and cohesiveness. The cost to support such a staff came out to be $90,000, just in staff cost, without including materials, space, support staff such as a director and secretary. Combining potential funding of Title III and voc-ed only amounts to $80,000. Already certain aspects of the design were questionable.

On Nov. 25 we held an open meeting at the Junior High. The Project Challenge staff along with the high school and junior high teachers that had previously showed interest were contacted. First of all I presented a verbal outline of the work I had done with the Project Challenge group in our previous three meetings. I also passed out an extensive outline on Sarason's book (The Creation of Settings) and the brainstorm list. I had generated with the Project Challenge group. What became clear during the meeting was that different people were interested in working with different groups of students. I was pushing the dropout while the teachers seemed scared or hesitant to work with this group, some seem to want to just work with the motivated kids in a different way while others wanted to work with the turned off group. One teacher who was already working with the potential dropouts wondered how this was going to be different from his program. Two of the teachers who were already working with the low groups were concerned if there was any way to reach some of these kinds who were 16 and 17 and just couldn't read without one on one tutors.

As the meeting progressed people slowly left. We started with about 12 people. Three of them left the first hour. Before

ending the meeting I wanted to go around and get a sense of people's level of commitment and interest to working on the project. The question I asked was: "If the grant comes through would you be willing to give up your present job on district money to work on project money for the alternative school? also, Would you be willing to take the time to design and help write the proposal?" I'd arrange for them to get released from school, but what I wanted were people who had an investment in the proposal, who were seriously interested in working on the project. I said that I was very hesitant about writing a proposal for a non-existant staff. People were very uneasy in answering the question. Only Paul (Project Challenge) gave a real affirmative yes. The rest of the Project Challenge staff were supportive but not sure. Two other teachers were already involved in similar projects or new projects. They were supportive and hoped we could work together but they had other commitments. The two teachers who were working with the D students already, were concerned that they were new this year and didn't really have their feet on the ground enough to leave and go on soft money. They were both interested and willing to work on the proposal. One junior high aide was interested but she still wasn't clear what it all meant, she also knew two other teachers were interested but they couldn't make the meeting. The other three teachers that were there seem to just want to see what was going on. The meeting lasted for two hours. At the end of the meeting I re-scheduled another meeting for the Monday after Thanksgiving, Dec. 2, to start working on writing the Voc-Ed grant. Hopefully by that time the guidelines for the grant would be available.

On Monday Dec. 2, I returned from Thanksgiving with a bad cold, I also found out that Voc. Ed. had put off their funding date till Feb. In light of this I sent out messages that the meeting after school had been cancelled. What was interesting about this was that two of the Project Challenge staff contacted me to tell me they couldn't make the meeting. This was before they had heard from me that I was cancelling it. The two people that cancelled were Sue and Tom. Tom hadn't made the second and third meetings with the Challenge staff. His attendance at the junior high was the first meeting he had made since early Nov. At the last meeting he and Sue were both uneasy about making a commitment to working in the alternative school. Tom called me and made an appointment for us to talk with his staff (Project Challenge) for it seems some things needed to be cleared up and talked about among the Challenge staff. On Friday, 12/13, Tom came to my office to see me. It seems he and Sue were uncomfortable about where the project (a.s.) was going, they weren't sure working with drop-outs was what they wanted to do, or whether they were comfortable becoming the core staff of a separate alternative

program. They both seemed more interested in working within the existing high school. I felt Tom was feeling that because he had taken this stand that he was disappointing me in that his interests weren't the same as mine. I told Tom that from the cues he had been giving that I knew some kind of news was up. I was glad that he leveled with me for I was taking a working style of pushing people to make decisions, or to make clear what they wanted or didn't want. Once they had made their decisions I could adjust my actions accordingly. I didn't think less of them because of the decision they made. I thought his suggestion about doing something within the school program was possible and valuable. One of the problems we had to work out was that the funding that was coming out from Voc. Ed. was going to be aimed at dropouts and I wasn't sure whether the money needed for the Project Challenge program could come from the Voc.-Ed. grant. I had taken a strong stand on doing something outside the school, but I was ready to reconsider that position.

This meeting with Tom was key. Now I knew for sure what the boundary was for the staff and people I was working with. It looks as though the core group I was depending on as a backbone for the design and implementation of the alternative program, were hesitant about giving up their positions to work in an alternative school. In effect the alternative school was without a staff.

IV. Planning Meetings: Director, Superintendent and Assistant Superintendent

Director's Notes:

In early November after the 11/6 school board meeting I felt a need to straighten out with the Superintendent and the Assistant Superintendent where I was headed. The school board had set up a budget review committee to review new projects and their costs. I wasn't sure whether I needed to meet with them or not, but I didn't want them to pass me by. So I started meeting with the Superintendent and Assistant Superintendent to present my ideas and the data I was collecting about Claremont's educational needs.

Our first meeting was held 11/13. At this meeting I outlined two programs I was working on. The program I wanted to talk about first was the elementary program. From my interviews with various members of the school committee I was aware of a number of concerns and issues facing the school board with respect to the elementary program. First of all the schools are overcrowded. One school board member quoted to me that in total they were overcrowded by about 200 students. Second, none of the elementary schools have lunch or cafeteria space. State law requires a hot lunch program by 1978. Third, only three of the five elementary schools have libraries. Fourth, there is a shortage of principals to adequately cover the four schools which have only two principals. Fifth, most of the elementary buildings are quite old and antiquated and a building committee has been established to review Claremont's needs for educational space. I saw these five points as being an impetus to start a multi-age grouping for elementary students in a store front. I also presented some of the data I'd started collecting from the register on dropouts and failure. It seems that from looking at the number of students that are over age upon entry into seventh grade that betweeen 28% and 34% of the entering students into the seventh grade have repeated one or more grades.

The Assistant Superintendent who works with the elementary schools first of all needed an educational reason to start a new program. He could not see my five points as being legitimate reasons for recommending a new program or a store front program. Although both the Superintendent and Assistant Superintendent had publicly admitted that the points I had raised needed to be dealt with, they were not willing to accept that as being a legitimate excuse to start a store front program. I tried to get them to forget about the alternative school concept and just deal with the problems they had in a problem solving manner. I got nowhere on this tack. My next

approach was to use the failure rate as indicatec by the 7th grade data I presented as being impetus to try something new on top of the other space needs. The Assistant Superintedent wanted to know why these students had failed, he also mentioned that new policies had been introduced since these students had been in elementary school. This needed to be looked at. My question to the Assistant Superintendent was: "What kind of information or data do you need to see before you can make a decision to act?" My point being that it is likely that we are never really going to find blatant data that says to do this or that. I was uneasy with the Assistant Superintendent's stand. From what I've seen of the Assistant Superintendent in principals' meetings and from what I heard from other teachers he keeps a tight hand on the elementary principals. My sense was that I was threatening his turf. As Sarason notes I was not only in contention for some of the Assistant Superintedent's action, but we were in competition for limited resources. Some of the Assistant Superintendent's questions were good, but the Superintendent was much more supportive and willing to explore alternative solutions while the Assistant was very critical in a nice supportive way. He made a lot of "yes, but. . . " type of comments.

On November 20 I met again with the Superintendent and Assistant Superintendent for about an hour. This time I brought in data responding to the Assistant's questions about the new program that had been implemented the past 3-4 years. 23% of the sixth grade had repeated one or more years and the present 4th grade had 19% of its class that had failed one or more times. The mean IQ for this group of students fell in the 90-99 IQ range. This is roughly one stanine below average. My data indicated that 75% of the failures took place in the first three grades. Such data seemed to me to indivate that a multi-age grouping might be a way to deal with these earlier problems. My data also showed that the number of earlier failures was on the decrease such that it seemed some of the new programs that have been implemented in the last four years have had an impact. The Superintendent was concerned about trying to do multi-age grouping since I had quoted research as showing that no one had shown that open classrooms or non-graded programs were significantly better or worse with respect to basic skill acquisition than the normal self contained classrooms. Their concern seemed to be: "How could we propose something that wasn't going to positively cure our problems?" My point was that the issue is not so much in finding a 100% cure at this point for that is unlikely. The issue is whether we thought this was a big enough problem to support taking action of some manner. Trying to get the Superintendent and the Assistant Superintendent to thin in a problem solving manner as opposed to a panacea or nothing manner has been impossible. The next meeting we agreed

to talk more about the high school information I'd been collecting.

I met three other times with the Assistant Superintendent and Superintendent before presenting the data I had collected to the principals (Nov. 27, Dec. 3 and Dec. 9). Although I was willing to admit from the data I had collected concerning the elementary failure rate that things seemed to be getting better and there was no blatant need jumping out of the data, a decision still needed to be made about what should be done with the data I had raised. The Assistant Superintendent was the one who thought the principals should be the ones to decide. On one hand I agree, but having sat through principals' meetings all fall and knowing how poorly the principals are at making a decision and working together it sounded like the kiss of death. The Assistant Superintendent was also concerned about parents being given the choice to attend such a program, although parents have no present choice in where their child attends school. The Superintendent was interested in taking one of the elementary schools and turning the whole school into an alternative school. The Assistant was against this for he thought it would be too disruptive to the programs he was trying to get going. He would be willing to support a store front school if parents showed a definite interest. My inclination is to think that the Assistant, by creating so many different constraints in order to get the program going or to give his support is in fact saying "no" by always making the criteria for action unobtainable.

The Assistant Superintendent is very supportive of doing things on the junior high or high school level, an area which he is not directly responsible for.

The reason I approached the Superintendent and Assistant Superintendent was that I saw it necessary to get them on my side or to gain their support of any program I presented to the school board. After attending a number of school board meetings, I've gotten a sense of what kind of presentation they are impressed with what their criteria for decisions tends to be; and what role the superintendent plays in making the decisions. My impression is that the Superintendent plays the role of financial watchdog. People will come before the board to present their proposals. Many of these proposals are legitimate in that they represent the needs and concerns of students, teachers, and parents. The board would like to approve these programs, but they often have a limited perspective on how these proposals fit into the overall budget. The Superintendent always reminds them of the cost and where it will or will not fit in. This is not to imply that the school board is not concerned with money. With the new tax

assessment and the number of local job layoffs, money and costs are their major criteria for making decisions. The superintendent is a key figure in getting their support. In that the Assistant Superintendent is responsible for the elementary level I don't feel that the Superintendent would go against his recommendation unless I had a very strong argument. In other words, the district office is the first hurdle for any new project. One of the main concerns of the district office right now is money!

V. SELECTING TEACHERS TO ATTEND AN ALTERNATIVE SCHOOL MARATHON

Director's notes:

In the middle of November (14) I took 11 teachers from the Claremont School District to the University of Massachusetts School of Education Marathon. The Marathon was holding numerous sessions on Alternative Education. The teachers I took to the Marathon were the teachers that had shown interest enough in the program to attend my two earlier introductory meetings. At those meetings I had passed around a sign up sheet for people who might be interested in attending future design or information sharing meetings. I used that list to send out invitations to the Marathon. At first I had permission to take only 4 teachers to the Marathon. Upon return of the invitations I found I had lw teachers interested in going. From my perspective this seemed to be a critical choice point. My perspective is that "how administrators resolve conflict, especially over limited resources and their allocation, makes a strong statement concerning the administrators view of his staff's maturity". The easiest thing for me to do would have been to decide who was to go and to send out a memo. Instead, I checked with the Superintendent to see if I could take more teachers. In that I was paying for the substitutes he didn't mind as long as the principals in charge of the teachers agreed. What I did decide on was a general quota guideline such that representatives from the various schools and graes could attend. This still left me with only 10 slots. Tne first group I had to approach was the junior high staff. I was only prepared to pay for two substitutes and three teachers were interested in attending. I scheduled an after school meeting with the three teachers. As it ended up they were all friends, so when I told them I could only pay for two substitutes there was a lot of joking about how one of them was actually just an aide so she couldn't go. In talking it through we found that it might be possible for her to be released without having to pick up a substitute. As it worked out it would be easier not to get a replacement for her since she worked in the special ed. class. The teacher she worked with was supportive of her attending the Marathon. All three were able to attend and I only had to pay for two substitutes.

The other conflict I had in scheduling was between two elementary teachers in the same school. One of the teachers had been very active on the steering committee the year before. I felt a need to reward her for her work and interest, but the other teacher was just getting interested and I didn't want to scare her off. I met with the teacher who had worked on the sterring committee and explained my dilemma. She said she had already been to the Marathon and to go ahead and take the other teacher.

To my delightful surprise the whole conflict over who was to attend was resolve quite easily. Not only did I feel good about how the conflict was resolved, not dependent on my arbitration, but I was reinfoced to use people involved to resolve their own problems.

VI. HARVEST SUPPER MEETING

Director's notes

On November 18 I spoke at the fall Harvest Supper of the largest elementary school. This elementary school is located in the best area of town and has the best academic reputation. If any group were to be supportive of alternative education I thought this group would be. I gave a presentation to 196 parents and teachers on what I call the diagnostic vs. the always model of education. The diagnostic model tries to first define the problem then match it to a course of action that is most likely to bring about the desire results. The always model of education I characterized as being when one mode of teaching is always applied as being best: open classroom always works, or the self contained classroom always works. I promoted alternative education as being an attempt, when well done, as being the diagnostic approach. I had three people come up to me afterwards and say they were very intrested. Out of the total crowd this was not a very good response. During the question and answer period only a small group of about 6 people asked questions. Of those 6, three were the ones who indicated an interest at the end of the meeting. From other meetings I've held or attended in district's that were interested in starting an alternative school, by comparison this was a mediocre response.

VII. Director's Dilemma

Director's Notes:

One of the catch 22s with working with the principals and the district office is that in raising the information that I'm raising concerning the problems and needs of Claremont that the decision making seems so centralized that they cannot work as a problem solving group. The power to mobilize resources is not in the hands of the principals but in the hands of the Superintendent and Assistant Superintendent. Their ability to mobilize resources is controlled by the school board and the budget which is passed by the community at large. To think that the principals would support my attempt to siphon off some of the limited cash they are trying to get for their own programs is naive of me. This seems especially true since they've never learned to work together or with the distict office staff in a collaborative sense.

It appears that to get the elementary program going that I need strong enough data which will raise the "tension" of the school board members enough to reallocate funds and teachers to trying an alternative approach. Since the alternative approach cannot prove that it is going to be better or cheaper, this same data can be used to support new or old programs within the existing structure. In other words, the fact that I've surfaced data concerning the educational needs of the elementary students, and because there is no connection between the cause of these problems and their solutions there is no clear support for anything. Hopefully this data will initiate problem solving behavior within the organization, but problem solving behavior requires a certain degree of skill. It is questionable whether Claremont's education leaders are skilled in this area.

Another point that my Title III Representative raised is that unless Claremont is really willing to put more money into elementary education, the self contained classrooms they presently have are the most efficient type of program to run. With this in mind I should be careful of what I promise on the elementary level.

The data I've collected on the high school level show that 25% of the students that start school in Claremont leave school before they graduate. Two thirds of these students have repeated one or more grades. Again this data has the potential of raising the tension within the system about the need for change, but without sufficient resources from external funds, and without a committed and qualified staff to work with the dropouts, lasting results seem questionable.

The dropout and failure data that I've collected from the school's records, along with the attendance records of various grades has been aimed at what I would label or consider deviant behavior from the perspective of the organization. Such behavior to me is indicative of the system and its problems. One of the interesting facts that I found was that with respect to attendance there has been very little acting out. Students seem to be very obedient, they attend until they're sixteen, then they quit. The visibility and the tension around the students that are not making it is not high for they don't raise waves. Another measure that is important is performance. Students are given general aptitude and achievement tests until they're in the eighth grade. After the eighth grade it is hard to compile facts about performance other than the student's grades. Because the students are tracked there is no telling at what reading level of math level the student is actually performing. The point of all this being that it is unlikely that I will ever establish facts that will indicate a strong need to deal with the dropout. The facts can only be used to heighten the school board's awareness to the fact that a problem exists. The extent of the problem and its solution remain unclear. Unless the school board, district office and principals are willing to act on limited facts, it is unlikely that more facts will change their mind.

My original plan was to collect this data that pointed to the educational problems of Claremont then take it and attend public luncheons, i.e., Lions, Rotary, etc., and present it to the public. The ethical problem I feel is that unless I propose viable solutions at the same time I'm raising problems, I may just be increasing people's sense of powerlessness, an even more difficult social problem to deal with. The money needed to try a meaningful exploratory program, to try new ways to solve old problems, is not available. The position I feel in, is that if I go to a grass roots mobilization of parents, I'm likely to alienate the people I need to work with the closest: the superintendent and the principals. Besides, it's questionable whether parents of dropouts or dropouts would be interesting in supporting something new or different.

VIII. Director's Presentation to the Principals

Director's Notes:

The first agenda item on today's principal's meeting (12/10) was to set the schedule for next year's school calendar. A conflict that existed here is that the elementary principals had asked for one day off for students so that teachers could hold conferences with parents. These conference days would have to be made up so that students still attended the minimum number of days required by the State (180). This whole process became very conflictual. Jane, one of the elementary principals who has worked in the system for over twenty years, had been in favor of getting these days for the parent-teacher conferences a month earlier now seemed to be reversing her position. This in itself was amazing, for in one of the early fall principals' meetings, the Superintendent had said that when they were making up the schedule the year before Jane had been against setting days aside for parents and teachers. Jane denied what he said. Now, although no one pointed it out, she was doing again exactly what she had denied. The two other elementary principals Jack and Dave, who are new this year were getting annoyed with Jane and the statements she was making. The Teacher Consultant also was annoyed at her for the statements she made about teachers today not feeling responsible in that "they wouldn't give of their own time like they used to." Both the Teacher Consultant and Dave pointed out this wasn't true. Jack again quoted how things were done in New York where he used to work and that he felt Claremont could implement the same kind of afternoon closing of schools to deal with the problem. This led into another issue. The elementary principals started to complain to the Superintendent about the fact that teachers can't get into their classrooms before school started in the fall. This touched off the continual battle between the Superintendent and the elementary principals over who was running the school the janitorial staff or the educators. Jack said that his teachers could not get into the building until the Superintendent went around to all the buildings and gave the ok after all the summer repairs and work had been completed. Jack and Jane both wanted the Superintendent to promise that they could get into the building one if not two weeks before school started next year. This made the Superintendent angry, "Damit, I know our buildings are old and there are problems, don't push me on this. I can't make any promises. I will try to get the teachers in a week before school starts, but the janitorial staff are working on a tight schedule."

After the blow-up of the Superintendent, a number of compromise solutions over scheduling next year's calendar were offered. Nothing was resolved. The Superintendent put off further discussion till Monday so I could make my presentation.

I presented a four page paper outlining the failure rate in the elementary schools" 19% of the present 4th grade have repeated one or more grades, 23% of the present 6th grade have repeated one or more grades; the junior high: 29% of the present 7th grade have repeated one or more grades; high school: 20% of the prsent 12th grade have left school (dropout), 18% of the present 11th grade have left school, 7% of the present 10th grade have left school. This data was all taken from the fall records of 1974. The reaction to this information was as usual The elementary principals did most of the talking. Jack told me what I should do with tne information; I felt like I was a student who had just handed in a paper that needed more work. He also challenged the fact that 23% of the present 6th grade had actually failed one or more grades. During my presentation the Superintendent went and got the records for a random group of elementary students in the 6th grade to show Jack that what I said was true. Dave gave a lecture on how we needed to set some mutual goals. He caught himself afterwards saying he had just gotten off his soap box. Dave has been pushing: "we need a common philosophy," all fall. Jane on the other have gave off the impression that if we don't deal with these problems in the elementary school grades, then the high school will have to deal with them later. I pointed out that holding students back did not appear to improve their performance later. I don't think Jane, whose school holds back the most students percent wise, heard me.

I asked the principals whether they thought this was sufficient information for me to start an alternative school. It was at this point that I felt like I got a good look at their attitude towards starting an alternative program. The attitude of the elementary principals, as represented by Jane seemed to be; "No, no, we don't want your help, this is something we have to solve ourselves." It seemed that the principals begin to use this information as a vehicle to support their own biases about what was wrong with the school district. It was an "I told you so" type of response; not a problem solving attitude.

The junior high principal, who was also on the original alternative school steering committee, was the only person who seemed to think that this data might support an alternative school. The ninth grade principal and the high school principal were both absent. The assistant principal from the high school also seemed to think this data pointed out the need to deal with the students who don't plan to go to college. Another meeting was scheduled to complete our discussion.

On 12/16 we met again. This time all the principals were present. In this meeting I reviewed the data presented at the last meeting and asked each principal to individually make a comment on whether they saw this data supporting action of any sort. The

junior high principal went first. He was really surprised with how many students are failing within the system. The teacher consultant had a similar reaction. The Assistant High School Principal was concerned with the number of students that were getting to the high school who couldn't read or do math. Jack (elementary principal) thought I should collect more data. The High School Principal thought we should do more on the elementary level. People immediately, with Jane leading the bandwagon, started listing specific programs that might solve the problems. The interesting thing was that every program that was mentioned was something somebody else should do. A number of times I tried to get them off of talking about specific solutions, and to address the issue of whether they thought the problems should be dealt with through problem solving groups. I told them an alternative school was unlikely because of the state of the economy and the shortage of external funds. I asked them what they thought of trying to do things or alternatives within their own schools. Most seem supportive but my feeling is that only the junior high and the 9th grade principals were really willing to consider such a plan.

IX. Claremont Alternative School Planning Year: Report I

Director's Notes:

CLAREMONT ALTERNATIVE SCHOOL PLANNING YEAR: REPORT I
submitted to the Claremont School Board, Jan. 8, 1975
submitted by Scott Bristol, Title III Director

PART I "VIABILITY OF AN ALTERNATIVE SCHOOL IN CLAREMONT

Brief History

When I began this project in September (1974) I was faced with three questions:

1) What are the pressing educational needs and problems in the Claremont Schools?
2) Would an "Alternative School"*address these needs?
3) Is there sufficient financial and political support to start an "Alternative School?"

*When I use the term "Alternative School" (throughout this report) I'm referring to a school that has between one hundred and two hundred students and is funded on the same per-student level as the district. This combination of size and financial support has been shown to be the most satisfying and lasting, by the National Alternative School Program (University of Massachisetts) after their survey of 343 Alternative Schools, of various size and level of funding.

From my early interview with school board members, community members, and school personnel two general areas of concern surfaced:

1) On the elementary level there was concern about the need for more and improved educational space in order to reduce some of the crowding, increase the library space and make room for potential lunch space.
2) On the jr-high and high school level there was a concern about the dropout, and the student who did not seem to be receiving basic skills from the present system.

From these initial interviews I pursued two separate strategies addressed at each of these groups of students and problems.

Strategy 1 was to start an Alternative School on the elementary level. Students in this school would be volunteers, and they would represent a cross section of the present student body. It could be started in an old store front (A&P, Montgomery Ward). It could be centrally located in order to better use city resources (City Library, Community Center). It would be a chance for interested teachers, parents, students and administrators to try a different educational structure (multiage grouping). Another fact that became evident during my study was that by the 6th grade, 25% of the total 6th grade student body in Claremont

Schools, have repeated one or more grades (see part II). Research shows that multi-age grouping when compared to self-contained classrooms do equally well on reading and math test scores. The question that needs to be explored is whether a multi-age grouping structure, by evaluating the students' performance over a two or three year span to determine promotion, rather than a one year span, can reduce both the systems financial cost and the personal psychic cost of failure. Since 80% of the grade repeat, in the Claremont Schools, happens in the first four grades, and since there is a wide range of skill and maturity growth rate at this level, such a program might be more sensitive to this variance in child development. Another point that was important was that this 25% repeat figure seems to be dropping when you compare the present 4th, 6th and 7th grades. The inference is that present changes in policy over the past 3-4 years (i..e, reduced student/teacher ratio for the early primary grades) may be having a positive impact and should be continued.

It was my contention that Strategy , I should be financed by a re-allocation of present funds and interested staff. Title money would be used for planning, preparation and administration.

Summary. After a series of meetings between myself and the Superintendent and the Assistant Superintendent, Strategy I was dropped for the following reasons:

1) Although the strategy (1) addressed itself to the space need, this alone was not considered a large enough problem to warrant starting a new Alternative School.
2) There isn't clear evidence that such a strategy would deal with the repeat problem. It seemed better to promote and improve the present policy.
3) The level of parent interest in having their children attend such an Alternative School is unclear.

Strategy 2 was to start an Alternative School on the junior-high-high school level, aimed especially at dropouts and potential dropouts. This program would be centered around Elliot Richardson's (then Secretary of Health, Education, and Welfare) Special Task Force report on Work in America:

> A general education for work should probably be aimed at enhancing the young person's reading comprehension, arithmetical skills, and the ability to write and speak clearly, and the ability to work closely with other people.

This coincides closely with a recent New Hampshire State needs assessment which placed reading skills, math skills and vocational education at the top of the list of needs.

Since, by definition, no money is presently in the budget for dropouts, financing the Alternative School by re-allocating present funds does not seem viable. From my study of the dropout in Claremont, I've determined that 20% of a potential senior class

will drop out before completing high school (see part II). A count of the present sophomore, junior and senior classes since 7th grade produced a list of 137 names. This figure does not deal with potential dropouts still in school. Remember the cost of supporting an Alternative School with 100 to 200 students at the going per student expenditure of $1,100 (grades 9-12) would be between $110,000 and $220,000 per year. There are presently federal funds "potentially" available for such an Alternative School (Title III $30,000, Voc. Ed. (50,000). These funds combined are not enough to start an "Alternative School."

In trying to recruit teachers from within the school system to work with dropouts a number of other problems came up:

1) For some teachers, the job shift from the school system's money to federal money, which stops after three years, seems risky.
2) Teachers who are presently working with, and interested in the dropout problem (and on federal funds), were supportive but involved in their own projects.
3) Some teachers were uncertain about working only with the dropout.

Summary. After a series of meetings with interested teachers, principals, and the Superintendent and Assistant Superintendent, I've dropped this strategy for two reasons:

1) Lack of financial support to start an "Alternative School."
2) Lack of supportive qualified staff to help design and implement a separate Alternative School aimed at the needs of the dropout.

Conclusion Part I

I respectfully request that the following be voted on by the Claremont School Board in accordance with CASPY-Title III Grant, Evaluative Criteria (4.2, 4.3):

> "At this time, Jan. 1975, given the financial constraints of 'no increase in budget,' a separate Alternative School of 100 to 200 students, financed by the Claremont School System and/or supplemented by external funds on an equal per student level as the district, as presented in Strategy 1 and Strategy 2, does not seem viable."

PART II DROPOUT, FAILURE, PERFORMANCE AND MONEY: PROBLEMS TO BE LOOKED AT?

Although I've ruled out the viability of a separate Alternative School, I would like to put the major emphasis of this report on the problems and needs I've investigated. During my past three months of working with and talking to teachers, administrators, school board members and community people, I began to hear the

same problems over and over again. The following is an attempt to put the essence of these problems in a colloquial collective format.

Students in need

> "The Claremont Schools do a good job for the college bound student. But they do very little for the dropout or the student who is not college bound. These are also the students who end up staying in the community. They're the people that now vote and pay taxes. Some are the people who end up on welfare."

Unclear financial policy

> "There's a tendency to start new programs rather than support old ones that need help. When new programs are accepted there's no clear policy saying why one was accepted over another."

Lack of internal funds

> "An Alternative School for students who are dropping out sounds great as long as it doesn't increase my taxes."

The following data, which I've collected and tabulated over the last three months, may help to determine the importance of these perceived problems. I've broken this data into four groups: 1) Dropout, 2) Failure (repeats), 3) Performance, 4) Money (the seven pages of facts and figures have been omitted from these notes, but they have already been generalized in other parts of this report).

Conclusion Part II

These problems are not simple, nor are there simple solutions to them. The first question is whether there are significant enough problems to warrant a planned effort of change in the system's policy and behavior?

I respectfully request that the following be voted on by the Claremont School Board in accordance with CASPY-Title III Grant, Evaluative Criteria (4.2, 4.3).

> "1) Is the dropout problem from the Claremont Public Schools serious enough to warrant further study leading to recommended action?
> 2) Is the repeat problem in Claremont's Elementary Schools serious enough to warrant further study leading to recommended action?"

MATTER OF MONEY—Scott Bristol is flanked by Claremont School Supt. George Disnard, left, and board member Mable Cutting at Wednesday night's school board session at the Dow Building on Broad St. Bristol's report may have helped axe departmental chances for Federal funding.

—Rob Eley photo

Bristol report hurts fund hopes

With his report to the Claremont School Board Wednesday night, educational consultant Scott Bristol may have "axed" further Federal funding for his feasability study of "alternative schools" in the Claremont district.

Bristol requested and received from the board, however, their approval to renegotiate his $20,000 grant to review in depth four "perceived problems"... dropouts, failures, performance and money.

Bristol, a doctoral student at the University of Massachusetts, came to Claremont in September at the request of interested citizens, teachers and administrators to study the possibility of setting up an alternative school in the city.

"At this time, given the financial constraint of 'no increase in budget,' a separate alternative school financed by the Claremont school system and-or supplemented by external funds does not seem viable," Bristol said in his ten-page report to the board.

Bristol had planned two strategies for establishing alternative schools in Claremont, one to open in a vacant store front for elementary school children and a second aimed especially at junior high and high school level dropouts and potential dropouts.

"I'm referring to a school that has between one hundred and two hundred students and is funded on the same per student level as the district," said Bristol in defining an alternative school.

Both strategies were dropped for space considerations, lack of staff and interest and a desire to make present programs more effective.

"This is true professionalism," said Supt. of Schools George F. Disnard, "The report could mean he won't have a position next year."

Bristol's orginal grant was earmarked for the study of alternative schools, but his review of numerous student records turned up startling

(see BRISTOL—Page 5)

Continued

statistics on the dropout and failure rate in city schools.

The board considered both the dropout problem and the rate at which grades are repeated in elementary schools serious enough to allow Bristol to renegotiate his federal grant and start "further study leading to recommended action."

"I think it's an answer to a need we've had for a long time that couldn't be put into words," said board member Mable G. Cutting of the report and possible further study.

Among Bristol's statistics is a 20 per cent dropout rate for senior at Stevens High School matched against a roughly comparable national rate of just over nine per cent.

Reasons for the high school student exodus include lack of interest, academic difficulties, to seek employment, marriage, pregnancy, behavorial reasons and after passing the legal age.

Sixty eight per cent of the students who have dropped out of the present Grades 10, 11 and 12 have repeated one or more years.

Twenty-five per cent of the present Grade 6 have repeated one or more grades and 28 per cent of Grade 7 have failed a grade one or more times.

Eighty per cent of the repeated grades take place within the first four grades.

In the elementary schools, roughly 60 students or four per cent of the student body repeat per year.

Bristol was asked by the board to report on the progress of his negotiations with federal officials in Concord.

"Essentially, I have to go back to Concord and tell them I blew their grant," Bristol joked. He is hopeful that with "token" matching funds from the district he will be able to persuade officials to continue the bulk of the funding. Disnard mentioned that the district's share might amount to providing Bristol with office space and maintenance services.

Bristol, who is now a Claremont resident, is a doctoral student at the University of Massachusetts and is affiliated with the National Alternative School Program at the school. He has earned a master's degree in education and a bachelor's degree in marine engineering.

Council goes through first budget action

NEWS ARTICLE II

X. Decision to Act

Director's Notes:

At the time of my report to the school board I personally wasn't convinced that an alternative school was not viable. From my meetings with the Superintendent and Assistant Superintendent I felt that the Assistant Superintendent was very cautious about trying anything on the elementary level. The goal of the report was to make the school board poublicly own that these problems exists and that they should be acted on in some manner. After the school board passed my proposal that the repeat rate and the dropout rate were problems that needed further study leading to action I felt more leverage to approach the administrators and principals in a problem solving manner.

Personally I felt my role had changed from that of an advocate for an alternative school to that of a consultant to the administrators and principals on what they might like to do to address these problems. This too proved frustrating. I knew that there were elementary teachers wanting to try new things within their buildings, but when I approached the principals on the elementary level with money and support to try new projects only one of the three principals seemed interested. The work I did for her only took a couple of hours. Neither the Assistant Superintendent or the principals showed any interest or expressed any ideas on how to use me or the planning money I had available to improve their programs. On the jr. high and 9th grade school levels both principals were interested in trying to get Project Challenge to become more of an integral part of their daily program. The high school principal expressed no personal interest. After pursuing the possibility of Project Challenge becoming the alternative program with Title III, I found out that Title III was not likely to fund this project for two main reasons. First, Title III had provided the seed money for Project Challenge three years ago and they felt it was time the District picked up the bill. Secondly, Title III had already funded a number of "outward bound" type of programs like Project Challenge. What they were most interested in funding was an alternative school.

By the end of February when the Title III on site committee was due to make their evaluation visit I felt stumped. I wasn't clear why I was in Claremont or who wanted me there. I felt like I had tried numerous ways of trying to deal with the dropout and repeat problem but none of them seemed to get any support for action from the administrators or principals. The day before the on-site committee was due (2/26/75) I met with the Superintendent to discuss my concerns. In this meeting I told the Superintendent that I had been thinking a lot about my job and that I felt we should give the money back to the state and explain

that with the state on the economy this doesn't appear to be a good year for Claremont to start an alternative school. Only about $10,000 of the original $20,000 had been spent. After hearing this the Superintendent became very concerned. "I think Claremont has a good reputation with the State Department of Education in that the projects we take on we follow through on. I don't want to hurt our reputation. Isn't there something we can do to start an alternative school?" At this point I reminded him of the suggestion he made to me in Dec. of taking over one of the small elementary schools and making it into an alternative program. He still liked that idea. I said I was concerned that the Assistant Superintendent wouldn't go along with it. Since the Assistant Superintendent wasn't in town today he'd talk to him later. By the end of our meeting we agreed that the course of action would be to take one of the elementary schools and turn it into an alternative school. The school would be staffed by teachers in the district who were interested in the program and willing to volunteer. They would be transfered to the school. Teachers that were presently working there and were not interested in the project would be transfered out. Tomorrow we would present this decision to the on-site committee. After the meeting I was both surprised and a little apprehensive of how the Assistant Superintendent would take the Superintendent's decision to go with the alternative school.

That evening (2/26) I met with my on-site evaluation committee for dinner. The committee was made up of five members and myself: a school board member from Claremont (Mrs. Jones), a Title III reprsentative, a Title I representative, a member of SAC, and a principal of an elementary school from outside the district. During this meeting I gave an overview of the history of the project. The job of this committee was to see if the project was following its goals and objectives and to report to the SAC on whether it should be re-funded.

Most of the discussion of the evening centered around the events of the day. The Committee agreed that in our meeting the next morning with the Superintendent, the Assistant Superintendent, and the Teacher Consultant that it was important to work with the Assistant Superintendent to see that he own and work with the project that the Superintendent agreed to earlier today.

On 2/27 the on-site committee, my project evaluator, the Superintendent, the Assistant Superintendent, the Teacher Consultant and I all met. This meeting took all morning. Numerous recommendations came out of this meeting. The Superintendent agreed to pursue a restructuring of one of the elementary schools into an alternative school. The restructuring that was discussed centered around the re-staffing of a small elementary school, located in a Title I target area (disadvantaged students).

Teachers of similar philosophy who appear willing and ready to try new approaches would be recruited from within the system to work at West Terrace. A process of deciding which teachers would be chosen to work at West Terrace would be established by the CASPY executive team. Parents who do not wish to take part in this restructuring would be allowed to send their children to a different elementary school. The school will first serve those students who normally attend it unless their parents request a transfer.

An executive team was formed: School Board Member Jones, who served on the on-site evaluation committee, the Superintendent, the Assistant Superintendent, the Teacher Consultant, and the Dirctor. My role still at this point was to act as a consultant to this group. During that week of 3/3 we met three different times to discuss alternative plans. At first I asked the question whether they justed wanted to complete this grant then let the District be on its own with the alternative school. The team all agreed that we needed to pursue both Title III and Title I funding. Next we pursued the possibility that the program should be run by a local administrator. In the end the executive committee agreed that no one in the district was prepared to run the job. I called NASP later that day to see if anyone there was interested in a directorship of an alternative school. Some people were interested but would not be ready to come on board until the fall. We needed someone immediately. At this point I decided to stay with the project as the director. My main condition was that I would take a salary cut in order to hire an assistant which would free me up to continue work on my Doctorate. The executive committee was pleased with my decision. They were concerned about my need for an assistant and that it would make the project top heavy with administrators. After a short discussion and a realization that the project involved running a school along with two major grants, they supported the idea.

XI. Description of the West Terrace Project

To: Parents and Teachers
From: Superintednent of Schools and Title III Director. 3/14/75
Concerning: West Terrace Project

In conjunction with our Title III alternative school planning grant, we are in the process of planning a re-structuring of the West Terrace Elementary School for the fall of 1975. This restructuring is in response to various needs assessments that have been conducted over the past two years. It will be an attempt to try and deal with old problems in new ways with what teaching staff we already have. It is also a response to the concern on the part of some teachers that Claremont's schools are not supportive of innovation in trying to solve our educational problems.

Characteristics and Concerns

The staff for the project (8 teachers) will be recruited from within the school district. All teachers are invited to apply. Because the project will be staffed by teachers presently teaching in Claremont, the positions they will be transfering into they must be qualified to hold. The teachers who will be transfering out of West Terrace must also be qualified to teach in their new positions. Presently the plan is that the following positions will be open for transfer: one fourth grade, two third grades, two second grades, two first grades, and one kindergarten. No new teachers will be hired or dismissed. The major cirteria for selection will be based on the teachers' willingness to try new methods of instruction, their willingness to work on the school's educational problems as a team, and their awareness that the design and implementation of this project will demand extra time.

West Terrace was picked as the site for this project because of its small size and because it was located in the Title I target area. This is important in that Title I and Title III funds will be sought to support: staff training, program development, and a full time on-site director. These funds, along with the additional staff they support, will be phased out after three years.

This program will be aimed at the students presently attending the West Terrace School (grades k-4). Parents of West Terrace students will have the choice of transfering their children to another local school (of the district's choice) if they feel it necessary.

The project's goals and objectives will be consistent with the district's educational goals and objectives. What will differ will be the process of instruction and administration. Such differences will be determined by the teachers and parents involved in the school, the director, the district staff and the school committee.

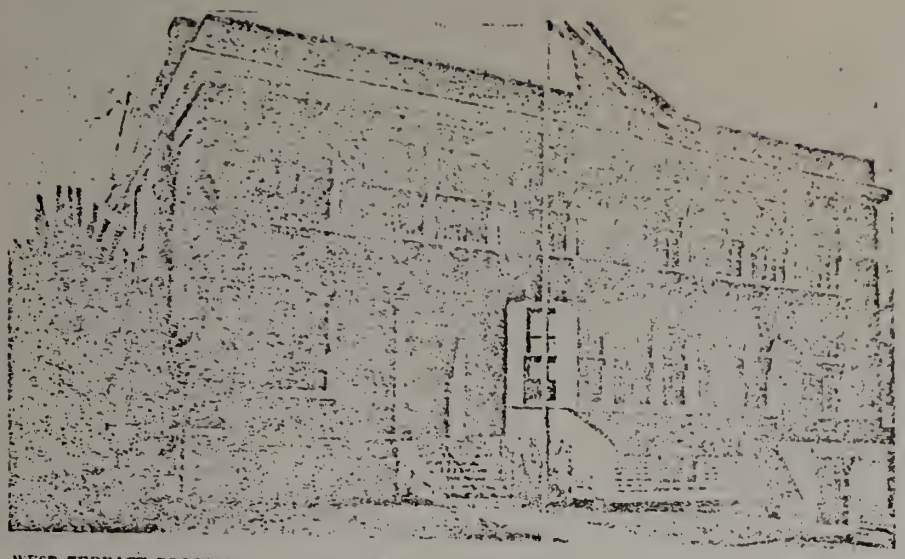
It is important to the district staff and the title III director that teachers not be forced to work in programs or in ways they do not believe in, now or in the future.

A formal proposal to Title III for funding of this project will be submitted for approval to the Claremont School Board on 3/26/75. This project is contingent on the funding of this proposal by Title III.

Teachers interested please contact Scott Bristol, Stevens Annex.

s/ Superintendent of Schools

s/ Title III Director



WEST TERRACE PROJECT - A substantial change in teaching methods and classroom routine would result with the proposed institution of "alternative education" at Claremont's West Terrace School. The school, the district's smallest, is located in an area of the city targeted for receiving federal assistance.

—Rob Eley photo

Bristol explains education system proposed for West Terrace school

By ROB ELEY
Eagle-Times Staff

CLAREMONT - For some the mention of an alternative school conjures visions of classrooms out of control and students spending time in pursuits a good deal less noble than "reading," "riting and rithmetic."

Not so, says Scott Bristol, the probable head of an alternative educational system on the drawing boards for West Terrace School next year.

The proposed "restructuring" of the school - in other words - would not allow a youthful Red Sox fan to study baseball to the exclusion of regular subjects.

"Really the only thing different at West Terrace next year would be the method of instruction," Bristol emphasizes.

That difference in teaching technique would include an attempt at further individualization of instruction, team teaching and parent participation in the educational programs to be set up at the school.

Known officially as the West Terrace Project, the proposed changes received overwhelming support from the schools PTA Monday night in a straw vote and will be put before the Claremont School Board Wednesday night.

If approved by the board, Bristol will attempt to secure between $30,000 and $50,000 in federal money to pay the salary of the director of the alternative school, provide a possible full - time kindergarten in the building and new instructional materials and teaching aids.

"Alternative educational opportunities don't make open schools or 'free schools,'" Bristol says. "This type of instruction is more of a problem - solving approach."

"One of the problems Bristol, the district's Title III Director, discovered while investigating the possibility of establishing an alternative school in Claremont was the seriously high rate of repeating students in the elementary grades.

Figures collected by Bristol since he was hired last fall show that 25 per cent of this year's Grade 6 have been held back to repeat one or more grades.

Approximately four per cent of the total elementary student body repeats each year, which is roughly 60 children or two or three classroomsful of students.

Bristol also found that the lion's share of repeating of grades, or about 80 per cent of the failures, took place in the first four grades.

At the West Terrace School, the project would involve children in Grades 1-4, the grade levels at which repeating appears most common.

The West Terrace Project would eliminate the psychological stigma of failing a grade by doing away with grade levels entirely.

The school, populated by eight teachers and about 220 students, would work instead on ability levels. A student technically in Grade 4 and reading on a Grade 2 level would not be flunked but given specialized attention.

Upon reaching Grade 5 age, the student will be expected to have mastered comparable skills taught in the district's four other elementary schools and will be held accountable for a proficiency in regular school subjects.

West Terrace School was chosen as a location for the alternative education project because it is the district's smallest school and is located in section of the city eligible for federal assistance to "disadvantaged" areas as is every school in the system except for the Maple Avenue School.

Participation in the project by students and teachers would be voluntary, according to Bristol.

If a parent decides not to leave his child at West Terrace if the project is instituted the student will be transferred to a school of the district's choice, most likely North Street School.

If a parent of a student at North Street School would like to enroll his child at West Terrace for participation in the project and there is room, he will get first consideration by the district.

Bristol says he already has eight applications from district teachers to fill the positions. He says no one presently at the school will be forced to stay and teach in the new situation if they chose not to.

Development of the project will rest ultimately with the Claremont School Board, but its immediate oversight will be handled by a six-member governing board.

Bristol's plans call for two parents of West Terrace School children, one school board member, one teacher, one school administrator and the director of the project to serve on the board.

The project which would run three years if funded by the federal government is in no way meant as a reflection on teaching methods or staff currently serving in the Claremont system, according to Birstol.

At the meeting with the West Terrace PTA, Bristol and Supt. of Schools, George F. Disnard, admitted that a firm program of classroom routine changes and new teaching methods had not yet been drawn up for the project.

Disnard said it would be up to the teaching staff at the new school to decide, within district standards, how they would go about instruction.

Stephen Hofgren, present principal at West Terrace and North Street Schools, summed up the concept of alternative education:

"Up until now we've been forcing the students to adjust to the school system. This would be an effort to have the school system adjust to the student."

West Terrace PTA meets today

CLAREMONT - There will be a special meeting of the West Terrace School PTA today at 7 p.m. at the West Terrace School.

School superintendent George F. Disnard and the district's Title III director Scott Bristol will discuss with parents the planned restructuring of West Terrace School in the 1975-'76 school year.

3/24/75

EAGLE-TIMES Claremont, N.H. Springfield, Vt. Tuesday March 25 1975

NEWS ARTICLE III

XII. West Terrace Project Proposal

To: SAC and Title III 3/28/75
From: Superintendent of Claremont Schools; Title III Director

Enclosed is a brief summary of our actions to date in trying to start an educational alternative for Claremont which we call the West Terrace Project. What we are trying to show is that we are actively moving towards the establishment of the West Terrace Project. Because we are behind the timeline outlined in the original CASPY grant, and because we feel that the goals and objectives of the West Terrace Project must be jointly determined by the teachers, parents and administrators involved, we have not submitted a detailed proposal at this time. We hope that SAC and Title III will recognize our actions and the Claremont School Board's as a commitment to the establishing of the West Terrace Project. It is important that SAC and Title III also realize that we are continuing to plan and act as though we are to be funded for 1975-76. If SAC and Title III chose to terminate our funding we request immediate notification.

Sincerely,

s/ Suprintendent of Schools

s/ Title III Director

XII. West Terrace Project Proposal

To: Members of the Claremont School Board 3/26/75
From: Superintendent of Schools; Title III Director
Concerning: West Terrace Project and Title III fudning; fy 1975-76

Working under the constraint of "no increase in the Claremont school budget," with the help of the district administration and the Title III on site evaluation committee, we have narrowed the Alternative School Planning to the development of a k-4 program to start in the fall of 1975 at the West Terrace School (see letter of 3/14/75 to School Committee). At this time we are submitting a budget request to Title III. We feel that this project is contingent on Title III funding in order to support: administration of the project, program design and implementation, and staff development. A formal proposal stating educational goals and objectives will be submitted at a later date to the school board for approval to submit to Title III (5/7/75). At this time we are requesting approval of the process that has been set in motion (see time line 3/14/75) to bring about the West Terrace Project. The following is a list of procedures that the school board agrees to support if the West Terrace Project is funded by Title III:

A) The West Terrace School will be the site of the project presently being planned by the Title III Claremont Alternative School Planning Year (CASPY) grant.

B) The alternative characteristics of the West Terrace Project for Claremont will focus on:

1) Administration as described in "Administration of the West Terrace Project" (3/26/75)
2) The West Terrace School will be staffed by teachers from within the school district who volunteer for the project. No teachers will be dismissed by the school district because of the project. No new additional teachers will be hired by the district because of the West Terrace Project.
3) Students who normally attend West Terrace will continue to attend West Terrace. Parents of West Terrace students will have the choice of transfering their children to another local school (of the district's choice) if they feel it necessary.
4) Educational alternatives within the West Terrace School will be designed by the school's staff, parents and administrators. These changes will be approved by the WTP Governing Board prior to implementation.

C) The teacher selection process will be defined by the CASPY executive board.

D) The educational goals and objectives of the West Terrace Project will be jointly arrived at by teachers, parents, and administrators in response to various needs assessments; Title I, Title III, Right to Read, and Staff Development.

"Administration of the West Terrace Project" 3/26/75

A) The West Terrace Project will be under the direct supervision of the Title III director. The WTP director will be hired with Title III funds. The WTP director will be directly responsible to the superintendent of schools and the West Terrace Governing Board.

B) A six voting member West Terrace Governing Board will be established to oversee the West Terrace Project. The voting members of the board will consist of:

2 parents of children attending West terrace
1 school board member
1 member of the district's administrative staff
1 teacher working at West Terrace
1 director of the West Terrace Project

Each of the various groups will determine their own criteria for representation. Changes in the voting membership of the WTP Governing Board will be subject to majority approval of the Claremont School Board and the existing West Terrace Governing Board. Four affirmative votes will constitute a majority. All resolutions must be passed by a majority (or better).

C) The West Terrace Project Governing Board will have the power to approve changes in: curriculum; student selection and transfer policy; teaching methods; staff, student and administrator evaluation methods; and over all educational structure and operation of the West Terrace Project as presented by the WTP Director and/or members of the Governing Board.

D) The WTP Governing Board will be subject to: The veto of the Claremont School Board, and the policies, goals and objectives presently established by the Claremont School Board

Proposed Title III Budget for West Terrace Project (fy 1975-76)

200 Series - Instruction		CASPY ('74-75)	WTP ('75-76)
210 Salaries			
210.1	Project Director	$10,100.00	$10,100.00
210,11	Assistant to Director	-	5,000.00
210.5	Secretarial	2,420.00	3,000.00
290 Other expenses			
290.1	Dissemination & Eval.	1,500.00	1,500.00
290.2	Staff Development	3,000.00	6,000.00
290.3	Travel	1,500.00	2,300.00
800 Series - Fixed charges			
850	Retirement	230.00	360.00
850.3	FICA	800.00	1,080.00
855.2	Blue Cross/Blue Shield	350.00	660.00
		$20,000.00	$30,000.00

XIII. Staff Selection

Director's Notes:

Yesterday (4/16) we completed the staff selection. The Consultant I had hired to help run the staff workshop had come to Claremont to design the workshop with me. We also spent time talking about the selection process and how to manage a difficult process like selection. She was present during the meeting. After the meeting we processed the selection procedure which gave me some insights about my behavior during the meeting.

The first part of the selection procedure involved me briefly going over the "What happens to people who are not selected" sheet I had passed out to each staff member before the meeting. I explained my motivation for passing out the questions. What I said was that I had just gone through a process where I wasn't selected and that I had asked myself what would have helped me. People then went around one at a time and stated how they would react to the project if not selected. People answered this question in various ways, some said that they were interested in staying in touch but they would have to see how things were going before they actually decided to become more involved. Actually most said this. The difference was that some felt that if they weren't selected they would commit their energy to where they were going to stay and that it would be difficult to go through a move to a new school again.

The next step was to list the reasons and criteria you felt important in making a selection of a staff member. Everyone listed their criteria in order of importance by going around the circle one at a time.

The next step was for people to make support statements about themselves or someone else. At this time one of the ten teachers withdrew from the process. She stated that the reason was she felt the time commitment was too much. No actual support statements were made. In processing the meeting afterwards the consultant felt I had left this task too open. There was no structure that I was facilitating to have people share their support for each other.

The next step was for the teachers to vote on the eight people they felt would make the best staff. To be selected on the first round a teacher needed to receive eight votes. In retrospect this would have been the best time to open up the voting process for join-up or changes or alterations. Now we were down to 9 people for 8 positions. At the last meeting there were 13 people for 8 positions. The narrowing down to 10 by the start of the meeting and then 9 after the one teacher withdrew was a surprise to many people. Instead of stopping and re-opening

the voting process I seemed to rush the old process through. I think this was very much out of my own discomfort and need to get through the meeting. I felt very imobilized when the teacher withdrew earlier and the staff selection started.

The next step was voting. After the first vote the teachers had selected 7 of the 8 positions. Katie and Sally were the only people left to vote for. Again I opened the discussion for support statements. Again I made the same mistake of not structuring it more. This time two or three statements were made. Mike and Sara supported Sally in a low key way and Denise supported Katie in an equally low key manner. After this silence the voting took place. I reminded people that the majority vote would determine the person selected. Sally was selected in a 5-4 vote. Before the vote the consultant had pointed out to me that Sally's demands for taking her vacation with her husband and Fran's wedding dates were almost ruling out a four week planning session. Before we voted the second time I asked Sally to clarify the time she thought she might be on vacation. Sally had also raised questions about the Sunday workshop. It sounded like she was going to be at a baseball game with her husband and that she didn't think she could make it back in time. I think that was causing more tension in the group because of her continual questioning of the schedule and time commitment that was a given part of the project.

After the final vote Katie left, that was probably the most tense time. Again I felt very immobilized. At this time the consultant came in and tried to surface some of the feelings that were still in the group. Some of the feelings were shared, most of the feelings seemed aimed at the process: "Wasn't there another way we could have voted?" "I'm disappointed that more teachers weren't here from some of the other schools like Green Street" I think it was a school vote and a school split." I felt some of the teachers were trying to be supportive, Lynn brought up the point that if we hadn't selected this way then the options seemed to be for the Director to chose or to do it by lottery, neither of which seemed satisfactory.

After an ineffectual discussion which didn't seem to satisfy anyone we split up to leave.

This morning the Secretary of West Terrace called me about 7:30 to tell me that Sally had called her to tell her that she was resigning from the project. She thought I should know in order that I could tell Katie before school started. I talked to Sally at school privately (she presently taught at West Terrace) for about 20 minutes. Her reasons for leaving were twofold. First, she didn't feel that she wanted to put the time into the project because it conflicted with her husband and their time together. She also felt that she couldn't fit into the social

life of the project and the people. Her values (and her husbands) were different from those of the staff that had been picked which was basically quite young. After talking to her I talked to Katie (Denise was also present). Katie was quite excited about taking the position. I then went around and talked to the other teachers to let them know of the change. Another concern that I had shared with Sally was that she would be leaving kindergarten and was she willing to take a different grade? She said she was willing to take second grade. My feeling right now is that as far as the staff working together it will be easier with Katie. The loss that we will feel with Sally is that she is older and has a number of ties with the local school community. She also lives in the area.

XIV. West Terrace Project Goals

This summary of the major goals of the West Terrace project was shared with the parents and approved by them in an open meeting May 8, 1975. Specific objectives were later added to these goals and again approved by the staff, parent representatives and the school board.

Educational Growth: Students, Staff, and Parents

Goal 1 To create multi-learning experiences for children, especially to promote the acquisition of basic skills.

Goal 2 To design and implement an educational plan which will increase parents awareness and involvement in the West Terrace Project.

Goal 3 To design and implement a professional growth plan for the staff as an integral part of the Project.

Working Together

Goal 4 To design and implement an educational program which maximizes the cooperative sharing and use of resources between students, staff and parents.

Goal 5 To create a working constitution to govern the working of the program in which the rights and responsibilities of students, staff and parents are agreed upon.

Change

Goal 6 To design and implement a feasible program aimed at improving education in Claremont. The program should be simple enough

that its successful ideas can be passed on to other interested schools. Simple in this case means, not involving large sums of money or additional staff to keep the program going after the initial planning and development stage.

5/7/75
West Terrace

meeting slated

CLAREMONT--Alternative methods of teaching at the West Terrace School will be the focus of a parent-teacher meeting at the elementary school Thursday.

The 7 p.m. meeting has also been billed as a "get-acquainted, information sharing" meeting on the new approach to teaching. Both parents and teachers are welcome.

SUNDAY EAGLE-TIMES May 18, 1975

Claremont pupils will try new way to learn

By ROB ELEY
Eagle-Times Staff

CLAREMONT—"We consider the three R's number one priority items. They are the basic aims of the school system. But alternative education means we plan on going about teaching the basics in a different way. We hope to invent, borrow and even steal new ways of teaching."

So says Mrs. Wesley J. Rooker, one of eight teachers who have volunteered to work under a different teaching format next year at the so-called West Terrace Project.

With the coming of "alternative education" to West Terrace School, the staff and its probable director Scott Bristol say not much will change.

The building will have a new name and new staff this fall, they say, but otherwise there will be no noticeable difference.

Still some West Terrace School parents are a bit shakey. Last week they expressed doubts about the new system of education and its break with accepted school routine, while other parents seemed wholeheartedly in favor of at least a trial run.

Mrs. Rooker's comments show her enthusiasm for the possibilities presented by alternative education and an evident concern for the peace of mind of West Terrace parents.

She and her six female and one male colleagues got acquainted with members of the West Terrace Parent Teacher Association Thursday night.

"We're not going to be doing something that's way out in leftfield," said Ms. Angela Asermelly, who now teaches first grade at North Street School and will move to the West Terrace Project when it gets on track next fall.

Claremont pupils learn new way

Continued

"We've all come from contained schools, where the children didn't run up and down the halls. They won't be running up and down the halls at the West Terrace Project," Ms. Asermelly continued.

Scott Bristol, the school system's Title III director, is in charge of securing federal money for the project. When speaking about alternative education he is careful with his choice of words.

"We won't be conducting any sort of experiment with students at the West Terrace Project," Bristol says, noting that the concept was first developed in England after World War II.

"The Project won't be place for problem students, either; parents will be allowed to send their children to another school, although the school district will make the choice as to what school that child will attend," he emphasized.

"It's more an effort to get away from the 'talk and chalk' type of classroom routine. We won't punish students for individual differences; rather we hope to capitalize on a particular student's strong points and help him or her along where they are weak," Bristol said.

The Claremont School Board has given its approval to the project and Bristol now only has to make certain there will be money for the venture.

He says the $50,000 total will come from two different federal grants. Half is assured from federal Title I assistance to low income areas. The other half will come from a competitive Title III grant.

"Right now it looks good. Title III staff in Concord has looked over our plans and set the money aside," he said.

The total amount will be split between salaries and new materials, and staff development for the eight new teachers, Bristol said.

"I think you could really call the new system cooperative education more than you could call it alternative," Bristol told Thursday's gathering.

To help students along with their strong and weak points, cooperation is necessary from all quarters, the new staff members told PTA members.

"The teachers will work together, cooperatively. And if a parent is strong in one area of knowledge, say he or she's a musician we could bring them into the school at times to pool our resources," said one staff member.

Diane Kemble, a grade 4 teacher at North Street and future member of the West Terrace Project staff said this type of cooperation will extend even to the students.

"It's a nice spirit to have in the room, having Johnny who is good in math help Suzie who isn't so good in math and then having Ralph who is good in spelling help Johnny who can't spell well," Ms. Kemble said.

She recalled with a smile overhearing one youngster urging his comrade on with, "Now think about it."

The plan is now, according to Bristol, to start with the grade structure as it is now, having worked up an additional sequence of progressive upward steps for the children this summer. No permanent changes will be made in school routine, without the consent of the Project's governing board made up of two parents of children attending West Terrace, one school board member, a member of the school district's administrative staff, a teacher working at West Terrace and finally the director of the project.

Mrs. Rooker and Ms. Kemble agreed there would be an increased correspondence between teachers at the Project, noting that all eight teachers had voluntarily chosen to work together next fall.

"This will not be some far out experiment. We hope to learn from other teachers and maybe pass on our experience to other areas in the school district," said Jane Tiedeman, now a grade 3 teacher at North Street School.

Again Mrs. Rooker stressed the planned emphasis on educational basics, saying metaphorically, "if we tear down the walls the whole roof will cave in."

NEWS ARTICLE IV

XV. Conflict over the Governing Board

Director's Notes:

On 6/2/75 an executive committee meeting was held (the School Board member was absent). The major agenda item was the budget for the West Terrace Project for next year. Right from the start the Assistant Superintendent was upset that the project looked administratively top heavy. The fact that we will have three aides when some of the elementary schools don't have any is going to be difficult to explain. Although the Assistant Superintendent has not seen the breakdown of the Title I budget before this meeting, the total amount we have to spend is not new to him. Another expense that he was upset about was the elementary summer workshop. I tried to explain that in any change effort there is a need for an initial investment. Ideally the administrative expenses might be such that the end end of the three year period (length of the Title III grant), no administrator would be needed, such that the cost would be less than what is presently being paid.

Eventually we seemed to get to the real issue: Who in the District office was going to be responsible for the project? The Superintendent or him? What was the line responsibility going to be? The Assistant Superintendent asked "Scott, I was wondering if I will have veto power over the governing board?" The Director responded: "No, the Governing Board has been set up as the body which has refusal power." This is going to be a very key dimension that will have to be worked out when I get back in July. This appears to be a continuation of the power struggle I think is going on between the Assistant Superintendent and the project. The Superintendent has been siding with the project lately, especially with regards to the keeping of the third grade position at West Terrace when the Assistant Superintendent wanted to cut it. Instead it got cut at another school, over the Assistant's head. If we get placed solely under the control of the Asssistant Superintendent, in a manner like the other elementary principals, I feel we are doomed. One of my goals is for the administrative staff to learn to deal with the district administrators and each other in ways different from the ways they are presently dealing with each other.

Yesterday (6/4) the Assistant Director and I finished our Title III proposal. After our meeting with the executive committee last Monday I expected some trouble from the Assistant Superintendent about the operating of the Governing Board. He had explicitly asked that if he were the administrative representative would he have veto power over the board. Anyway, yesterday afternoon I made a hasty arrangement with the Superintendent and Assistant Superintendent to give them the

proposal and to quickly go over it with them. The Superintendent read it quickly and said it was ok. The Assistant Superintendent said he needed more time and could he have till this morning. I called the Assistant Superintendent at 8 this morning to get his reactions. The reason that I wanted their reactions now was that I was going to Concord to meet with my Title III representative and to go over the proposal and wondered about any last minute additions and corrections they might want to include. On the phone the Assistant Superintendent went over a number of different objections. The biggie was the governing board. He still felt that a district administrator should have veto power over the governing board. He thought the governing board was circumventing the district administration and that the district administration would have no say in the project's operation. I disagreed and told him that I thought it was extremely important to the intent of the project that no one person be invested with the power of veto. He set up a meeting with the Superintendent and him for after the meeting the Assistant Director and I have to attend in Concord. After the Assistant Director and I arrived in Concord we told our Title III representative our dilemma. He agreed with me that if any one person was invested with the power of veto it would alter the importance of the governing board.

After returning to Claremont we met with the Superintendent and the Assistant Superintendent. First the Superintendent was upset about the whole governing board structure and intent. After arguing and explaining it to him for about 3/4 of an hour he finally began to see that I was not trying to take total power away from him. We would be one voting member of the governing board. If there was a conflict we would fall back on the school board for resolution. I continually tried to stress the intent was to have parent, staff, and administrative democratic input. This wasn't presentlly happening from what I've seen. The Assistant Superintendent on the other hand saw it as different treatment from how the other elementary schools operate. He thought the West Terraece School should be treated in the same manner. The Superintendent overruled him: "Sorry, I disagree, this is the second time this week." I think the first was about the third grade. The Superintendent said he would present the Assistant Superintendent's side at the school board meeting when the final proposal was submitted even though the Assistant Superintendent said he couldn't be there.

During the meeting a number of remarks were made that summarized the meting:

Superintendent: "This is different, but I suppose I can't take on a change project and not be willing to change, it's kind of a contradiction."

Assistant Superintendent: "I guess it is democratic, but it is different from the line arrangement we presently have, I don't see anything wrong with what we presently have."

In the end the question of who from the administrative staff was going to take responsibility for the project had not been resolved:

Director: "Let us assume this is passed, what I hear the Assistant Superintendent saying is that he is not willing to be responsible for such a project."

Superintendent: "Oh, the Assistant Superintendent is not like that!"

Assistant Superintendent: "I'm not sure, at this time I really don't agree with the arrangement as presented."

After I returned in July the Assistant Director and I worked out our line responsibility with the district staff. The Superintendent and Assistant Superintendent had agreed that the Superintendent would sit on the governing board and that I would report directly to him.

18 Tuesday July 29 1975

Education project underway in Claremont

Gayla Aiken photos

SCOTT BRISTOL, director of the West Terrace project, talks with George Bergevine and Harriet Klan, consulting teachers from UVM.

MEG MOST, left, and Diane Kemble, third grade teachers at West Terrace, busily working on curriculum development.

By BERTHA EMOND
Eagle-Times Staff

CLAREMONT - You'll never see, all at once, fifteen brighter faces than there are at West Terrace School these days.

Under the direction of Scott Birstol, director, and his assistant Susan Coen, plans are being carried out projects are being probed, and enthusiasm is rampant among the eight teachers, three aides, one secretary, one principal and assistant, and a Project Hope volunteer.

In a nutshell, plans are to set up an unusually explicit charting of student abilities, grades K-4, using a combination of the Ginn textbook series and personal experience.

"We are trying to be more diagnostic in meeting the needs of the individual student," Bristol noted.

In one room the kindergarten group worked out ways of discovering listening skills, learning and improving a child's self-image, teaching community awareness, and hettering muscle control. Susan Coen, Gayla Aiken, Angela Asermelly and Melba Butterfield sat at a large set of tables covered with assorted charts and papers.

This morning's labors were concerned with learning through the five senses; hearing, for example, will be tested by giving the child a simple order to carry out in one minute.

"If a child is unable to hear instructions he is lost," said Asermelly referring to his mental connection rather than a physical disability.

A teacher will discover a child's self-image to a degree by asking him to name two things he likes about himself. That accomplished, he is asked what activity he does best and must give two reasons why. This has a hooker on it because if he likes an activity he may be asked to help someother child who is having difficulty.

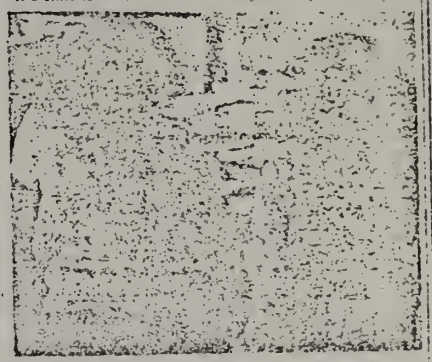
The project in curriculum development is in its second week and will continue through Aug. 15 and evaluation form given to the participants Friday demonstrates their interest in and enthusiasm for the program.

Alberta Sweeney spoke for the group when she said, "It should be required by the whole district."

Participants are the above-mentioned people in kindergarten, Grade 1, Doris Rooker, Jane Tiedeman, Helen Schulanus; Grade 2, Sandy Sciarrino newly wed one gave her maidenname last), Janet Hirshberg, Alberta Sweeney, grade 3 Meg Most and Diane Kemble, grade 4 Scott Bristol, Larry Merrill, Valdarese Gregoire.

Two consultants were also involved Harriet Klan and George Bergevine are from the University of Vermont.

Bristol invited parents in the West Terrace area to visit the workshop any time between 8 a.m. and 3 p.m. Monday through Friday, until Aug. 15.



JANET HIRSHBERG, left, second grade teacher at West Terrace school, consults with George Bergevine, a consultant from the University of Vermont during the Curriculum Development Workshop.

NEWS ITEM V

CASE HISTORY II "WORKING WITH CRISIS"

Case History II starts with Table 7 which names the major actors. All names are fictitious except for the Director's. Case History II is written in the present tense and presented in chronological order. The author uses various organizational records plus the Director's notes to re-create this case history. At times the Director's notes are quoted directly; minutes of meetings are quoted also. In each instance a "see commentary:" refers the reader to the primary source of information. The author presents the data in this way for two reasons. The first reason is that the chronological history gives the reader a detailed behavioral description of how the case history developed from the eyes of the Director. The second reason is that the Director's commentary provides a more thematic view of how the Director perceived the various aspects of the case history. The Author feels that both these aspects have created a unique study in organizational change. Seldom does the director of an organizational change project record his thoughts and feelings during the day to day operation, then turn around and analyze his behavior from the perspective of a behavioral scientist.

The following case history covers a six week period during the first operating year of the alternative school (9/30/75-12/5/75). It is written from the perspective of the Director/Principal responsible for running the alternative school. The time period covered focuses primarily on a crisis incident that deeply impacts all those involved.

TABLE 7

Staff of the West Terrace Project

Name	Position	Years of Educational Experience	Age
Scott	Director	3	25
Pat	Assistant Director	0	23
Ann	Secretary	5	37
Sara	1st Grade	15	39
Bonnie	1st Grade	2	24
Fran	2nd Grade	1	23
Katie	2nd Grade	2	24
Lynn	3rd Grade	3	24
Lisa	3rd Grade	3	24
Mike	4th Grade	2	35
Denise	Kindergarten	2	24
Linda	K-Aide	2	21
Betty	Resource room aide	5	39
Sue	Resource room aide	5	41

CASE HISTORY II: WORKING WITH A CRISIS

9/30/75 After a month of school it becomes clear to the Director and certain staff members which students are in the most need of help. It is also clear that in most cases the classroom teacher is unable to meet the complex needs of these various individual students in addition to running a classroom. The two aides have set up a resource room to help work with these students. They are working with some of these students in a more intense, one to one manner. This is being done in collaboration with the student's classroom teacher.

See commentary: I. Needy Students (p. 221)

10/2/75 Katie (2nd grade) and Mike (4th grade) are both discouraged by the number of needy students they have in their class and their inability to work with them or their total class in ways that they would like.

10/3/75 The Director meets with Mike, Katie, Betty and Sue (resource room aides) in an impromptu meeting to discuss alternative ways of working with their needy students. The idea of combining the resource room with the 2nd grade and assigning one of Mike's students to the resource room on a more permanent basis is discussed.

10/6/75 The Director shares this idea with the other 2nd grade teacher who might be affected by the switch. She feels things are going ok with her class and does not want to change.

10/9/75 A staff meeting is held. A number of teachers express frustration at being left out of the decision. The Director explains that initially he did not see this as a whole school decision but only involving 2 grades and that no formal decision had been made. Teachers from other grades express their need to be involved. Alternative solutions are explored. Two teachers in particular offer to take a needy student into their class to try and break up the concentrations that appear in Mike and Katie's rooms. Teachers are asked by the Director to think of alternative solutions and to be ready to report back next Tuesday.

See commentary: II. Staff Meetings (p. 222-224)

10/14/75 A staff meeting is held. A list of students with special needs are discussed by the staff. Various alternative solutions are explored. The staff agree that combining a first and second grade to a multiage grouping is a possible course of action. Two teachers offer to move their classroom to give this group a larger classroom. This also frees up a full size room for a resource room. Before action is taken this whole procedure

will have to be passed by the governing board. The staff also decide to split up the three students that Mike is having trouble with. One will go to the resource room and the two others will each report to a different 3rd grade for their academic work.

10/13/75 The Director meets with the Superintendent. One agenda item presented by the Director is the staff decision to pursue combining grades 1 and 2. The Director explains that the final decision will go through the governing board but first the staff plan to meet with the parents and explain the problem and their proposed solution. The superintendent supports the idea.

See commentary: III. Director and Assistant Director (p. 225-226)

10/20-24 The Director is out of town.

10/22/75 The two first grade teachers (Sara and Bonnie) meet with the second grade teacher (Katie) meet to discuss the 1-2 grade combination. Katie and Bonnie decide to combine their classes. After the new room is operating they will all share reading groups. Although Sara is the most experienced teacher in the school (15 yrs.), Katie and Sara agree that Katie and Bonnie are more likely to work together better. This is the third year of teaching for both Katie and Bonnie.

10/27/75 The Director meets with Katie, Bonnie and Sara to review their plans.

10/28/75 The Director presents the idea of the 1-2 grade combination to the Governing Board. The problems and the proposed solutions are discussed in detail. Further action will not be taken till after the staff have met with the parents.

11/3/75 One teacher meets with the Director to express her concern that Katie does not have the "presence of organization" to pull off this move. She also expresses her concern that if this fails it will hurt the whole project.

11/3/75 The parents of both grades 1 and grade 2 (Katie's) meet with the staff involved in the grade switch, the Assistant Director (Pat), and the Director to discuss the grade combination. The structure and functioning of the Governing Board is discussed along with how it will operate with regards to this decision. The Director explains that he will vote with the parents on this decision. After a lengthy discussion the parents vote 28 to 2 to accept the proposed grade combination.

11/4/75 The Governing Board holds a special meeting and passes the proposed grade combination. This will take place at the end of the first marking period which is this Friday (11/7).

11/6-7 The parents meet with their child's teacher to discuss the first report card. Parents are all asked to fill out a brief questionnaire on the project to date. Parent's express their overwhelming support of the project. They are especially pleased with the openness of the staff and their children's level of satisfaction and excitement about school. During these meetings the staff work on switching rooms.

11/8-9 Various staff members work all weekend getting their classes set up.

11/13/75 The staff and students of the combined 1-2 grade classroom have a difficult day that leads to a major crisis.

Twice during the amorning Alan Wing, a second grade student, is escorted from the combined classroom by his teacher. Both times he is yelling and screaming at his teacher. The Director takes Alan from his teacher. Both times after a period of being upset he returns to his class stating his willingness to try and get along with his teacher and classmates. This isn't the first time during the year that he and his teacher have had problems. A third incident occurs while the teacher is working with the class. Alan continually interupts the teacher's discussion. At the suggestion of the first grade teacher the second grade teacher warns Alan that if his rudeness persists she will put paper towel into Alan's mouth to prevent him from talking. Alan continues to interupt. At this point his teacher then tries to put paper towel in his mouth to prevent him from talking. A struggle takes place with Alan getting more and more upset as the teacher tries to force the paper towel into his mouth to prevent him from talking. At this time the Director returns from an afternoon meeting to find the class and the teachers upset. Unaware of the incident, the Director meets with the teacher and Alan to try and settle the problem. Alan remains upset so the teacher returns to the classroom. After a while Alan quiets down and talks to the Director. After a short discussion Alan again decides to return to the classroom agreeing to try to do what the teacher asks.

11/17/75 The Director spends the morning observing the combined classroom. He shares with the staff how they might set up the room so students don't distract each other as much, i.e., to sharpen a pencil students have to walk through a work area.

11/21/75 The Director meets with the staff from the combined classroom. Both teachers appear upset and angry at the problems they are having in their class, i.e., students.

11/24/75 Mr. and Mrs. Wing meet with the Director. They express extreme frustration and anger at how their son was treated on 11/13. They had learned from a parent aide who was in the classroom at the time, and from the parents of other students, that a paper towel had been shoved into Alan's mouth. They also share that Alan is asthmatic and often has trouble breathing through his nose and the incident could have choked him. The Director expresses shock at learning these details of the incident. At first the father wants the teachers fired or he will sue. After a lengthy discussion it is agreed that Alan will be switched to the other second grade and that the Director will write a letter of reprimand which will be co-signed by the Superintendent and places in the teachers' files.

During the meeting another parent came in to discuss her concerns about the changes she has noticed in her daughter since the room change. The Assistant Director meets with her.

11/24/75 The Director writes the letter of reprimand and meets with the two teachers after school. The teachers express being upset at their own behavior. The teachers call the Wings to ask them to come in and meet with them at school. The Wings refuse to set a time to meet.

11/24/75 The parent representative to the Governing Board calls the Director to tell him that Mrs. Wing had just talked to her about attending the Governing Board meeting to see that the Superintendent is informed of the incident. The Director tells the representative to contact Mrs. Wing and tell her the Governing Board is tomorrow and that she is welcome to attend. The Director then informs the teachers that the incident will be discussed at the Governing Board.

11/25/75 The Director meets the first thing in the morning withthe Superintendent to share the incident and the letter of reprimand he has written. The Superintendent is upset that such an incident should happen but he is understanding. Both the Superintendent and the Assistant support the letter of reprimand and that the teachers will be suspended if it should happen again.

See Commentary: IV. Superintendent (p.227)

11/25/75 The Governing Board meeting is held.

The Director opened the meeting with a discussion of a parent, student, teacher problem. Mrs. Wing told of an incident involving her son and the dissatisfaction of the way the behavior problem was handled by the teachers of the combined classroom. The child is asthmatic and the action was

frightening and created a bad situation. Mr. and Mrs. Wing had been to school on Monday and spoke with the Director, resulting in a reprimand to the teachers and a letter of apology to Mr. and Mrs. Wing.

The Superintendent apologizes to the parents and stated that a record of the action was on file.

After the opening discussion, other parents with children in the combined first and second grade room express some of their feelings.

Mr. A. "My daughter's personality has changed, she doesn't eat, hits the dog and cries. Due to lack of a desk she has brought all of her personal things home."

Mrs. Ad."My child has become withdrawn and scared this year. There seems to be no control in the room and she complains of her teacher screaming and hollaring."

Superintendent: "I'd hate to see the Project go down because we have some parent comments which are not good."

Mrs. Wing:"I have a third grader who is doing well and Jason in Kindergarten is just fantastic."

Mr. A. "After our meeting at school Monday (with the Assist- and Director and teacher) everything was changed when Kim came home last night. I don't want the teacher treating the child to "pacify us."

Mrs. A. "Kim is bothered and asks why can't I read and spell words?" Before the switch I hadn't heard much complaining. My concerns were more pronounced after the report card. I wonder if that class is up to level in reading, compared to the other first grades."

Teacher representative: (other first grade teacher) "To do a real thorough job to prepare children to read, I go very slowly, the majority are in the first reading book. If we follow the Ginn system used here, there is much work in phonetics and etc., to be taught."

Mrs. C. "My son appears to be all right but I find he used to sit, now even at home he is up and roaming and his rudeness seems to be increasing. I like his teacher she has some real good things happeningin her room-- the plants are good for kids."

Superintendent: "Just to have parents able to talk like this is a real improvement. In reply to Mr. A's question about corporal punishment, I've instructed all that hitting and man-handling will not be condoned."

The Director suggested a time be set for parents involved in the combined room to be called for a meeting. The date finally decided on is Monday, Dec. 1 at 1 p.m. (see WTP Governing Board Minutes, 11/25/75).

11/25/75 After the Governing Board meeting the Director and Superintendent meet with Mrs. Wing and share the letter of reprimand. She does not feel the letter represents the incident as she heard about it. She says that she will show the letter to her husband.

See commentary: V. Director's Thoughts (p. 228)

See commentary: VI. The Director and the Teachers of the Combined Classroom (p. 229)

11/26/75 The Director talks to Mrs. Wing. Her husband is still threatening to sue. The Director schedules a meeting with them for the morning of 12/1.

11/26/75 The teachers of the combined classroom are still very upset. They request to attend the parents meeting on 12/1. The Director tells them the meeting is just for parents and that they will have to wait till the Wings are ready to meet with them. The Wings have still not responded to their request to meet.

12/1/75 The Director meets with the Superintedent and the two teachers who were involved in the Wing incident. The teachers express their hurt and frustration about the incident to the Superintendent. The Superintendent accepts their apology, in a warm supportive manner. The teachers also express their frustration at not being able to meet with the Wings to apologize.

12/1/75 The Director and Secretary meet with 26 parents for two hours to discuss their concerns with the grade 1-2 room:

After introductions, the Director opened the meeting by stating the two concerns for the meeting. 1. The Wing incident and the meeting of the Governing Board 11/25. 2. Constructive ways to make the combined room more satisfactory.

The aim was to have the concerns of those present listed and then a volunteer group formed to have the group share the concerns with the teachers and report progress until the voted January progress report.

Those present compiled their concerns and the group consisting of five parents (mothers), will collate the list and meet with the teachers.

Some comments from the meeting follow.

Mrs. M. "I feel the skit was in poor taste for 6 & 7 year olds, children shouldn't be subjected to this behavior."

Director:"Some children are uncontrollable, one part of the situation is that Katie has a combination of behavior problems."

Mrs. G. (Also an aide in the West Terrace resource room): "I have worked with these teachers at Yellow St. and Bonnie and Katie have handled some tought situations very nicely. I use the words "unusual chemistry" for Katie's class and think they are just NOW beginning to work together."

Mrs. L. "I've worked with Bonnie and she has a different way of teaching.

Mrs. C. "There is much more control in the other first grade class. There seems to be more confusion with the combination."

Director: "The other first grade teacher has more years experience and it should be taken into consideration that this combination is new to both Katie and Bonnie."

Mrs. Au."Lisa is young, but she has discipline and is doing a good job."

Mrs. H. "Disciplining my child has become difficult this year. Last year he felt good about himself and disciplining him was easier."

Mrs. Cr."My daughter was caught cheating and Katie handled it just beautifully. Tammy loves her."

Mrs. Ad. "What guarantee do we have that this won't happen again?"

Director: "I take the blame in a sense, I didn't respond quickly enough. It is recorded that any such incidents again will result in immediate suspension."

Mrs. B. "I feel my son is not learning second grade work. I can't transfer him now, he's too far behind."

Mrs. A. "Happy parents is what we want, as parents maybe we should hold on for a couple weeks and try to help get this classroom together."

Mrs. Le."I'm satisfied with my second grade child and teacher but I won't have any children in those classes next year, it's very confusing."

Mrs. Au. "I guess the whole idea from this meeting is that the problem is discipline." (Notes of WTP Parents Meeting, 12/1/75)

The parents who are responsible for compiling the group's concerns decide to meet at West Terrace the next day. After the meeting they will meet with the teachers from the combined classroom and share their concerns. The meeting ends with the parents requesting action before the 12/17 meeting that had been previously scheduled to review the progress of the switch.

12/1/75 The Wings receive the final letter of reprimand from the Director following the parent meeting.

12/1/75 After the meeting the Director meets with the teachers of the combined classroom to see if they want to continue with the combined classroom or whether they want to switch back. They express their frustration at being judged so quickly. The combined classroom had only been together two weeks. The Director also makes them aware of the level of parent concern that exists. They are undecided.

12/1/75 Sara tells the Director she thinks the staff have been the least organized group during the last week. The Director agrees and schedules a staff meeting for the next day.

12/2/75 The parents come into school to work on tabulating their concerns. The teachers decide to switch back to separate grades. The parents support the teachers decision. The parent group and the two teachers meet and share mutual concerns.

12/2/75 A staff meeting is held after school. The events of the past week are shared by the Director. The staff mostly respond by being silent. Katie and Pat argue with the Director. They feel the parents are too influential. The Director disagrees.

12/3/75 The parent representatives contact the parents of the children in the combined 1-2 classroom by phone. The parents vote 26 yes, 6 no and 5 no contacts, on returning the grades to the way they were. The Governing Board members are contacted. They all support the parent's decision.

12/4/75 After coming into school the Director meets with the two teachers of the combined classroom and the Assistant Director. They express they no longer want to meet with Mrs. Wing. The Director expresses his frustration at them and tells them to go tell Mrs. Wing that they won't meet with her. She is

waiting in the office. This meeting had been scheduled on Monday at the teachers' request. At this point they all go and meet with Mrs. Wing.

During the meeting Mrs. Wing is near tears. She shares that she felt Alan was in the wrong but that he's "kinda special" and that the whole incident scared her and she didn't want to see him hurt. Both teachers apologize. They also note that there is no record of Alan being asthmatic on his medical form. Little more is said.

12/5/75 Students in the combined 1-2 grade classroom are dismissed early. Teachers with the help of a few parents re-switch the rooms.

I. NEEDY STUDENTS

Director's notes:

The problem students are beginning to take their toll. Bonnie had a great deal of trouble with Michelle last week. Pat, who has been working in Katie's room, was upset today about Richard, one of Katie's students. From what she's found out it appears that Richard is on ritilan and that his mother gives him extra doses on the weekend to keep him in control but gives him less during the week. In class Richard is in constant verbal and physical motion. His constant motion often acts as a catalyst which sets off other students: fighting, arguments, etc. Lisa also had a tough day this week with John. John came in from one recess and stole everyone's snack. Later he hit a girl on the head with her lunch pail because she was staring at him. Lisa was in tears by the end of the day. At this point I moved John to the resource room. I told Lisa I was concerned about her not being burnt out by John and I was also concerned about the safety of some of her students. Mike has had problems with Louis, Kevin, and Gordon. Kevin is the most difficult, Kevin wanders around in his own world. He only makes contact with adults or students when he wants something. Any attempt to control his behavior or signs of conflict between his immediate need and others needs and he fades into his own world. His wanderings often get him into numerous fights or arguments. Kevin and Louis are both two years older than the other fourth graders. A number of the problem students like John and Kevin are not originally from the West Terrace area but were transferred to West Terracy by their parents or their previous principals in hopes that West Terrace could more effectively meet their needs.

II. STAFF MEETINGS

Director's notes:

Monday (10/6/75) I begin to talk to the other teachers (see 10/3) about the idea of combining Katie's room with the resource room. Sara was not in favor of it. She seemed most concerned about her students (grade 1--who would not necessarily be affected by the switch). She also expressed that she felt the staff were not sharing enough. After school I asked Fran to meet with Katie, Mike, Betty, Sue, Pat and I. I explained the intent of the move that we were discussing was to expand the resource room to meet the needs of both the students who have learning and behavioral problems. Fran seemed very defensive about separating her from her students. She even realized that she was talking about her students as "hers." We asked her if she wanted to place any of her children in the multi-age class. She said no. I shared with her that no one would force her to place her students in the multi-age class. I shared that I felt the decision to combine the resource room with Katie's class was not a school decision but that teachers who it affected or might affect, like herself, would be directly involved. Fran was also concerned about how the children would see the move--as punishment?

The move to create a multi-age classroom is really the first change in operating structure that we've thought of. There seems to be a definite emotional reaction to change from both the people who are satisfied with their classes and from the people who see the change as helping with their class.

At our noon staff meeting today (10/9) the whole topic of the room switch that Mike and Katie have been talking about was brought up. Lynn and Sara were the first to question the whole idea. Lynn felt that it was being talked about in secret and that she wasn't sure how the decision was made. She said that it felt to her like the staff was being called together after the decision had already been made. Lynn felt uncomfortable with the decision to place the "problem" students into a single room even though there would be three staff members in the room. Pat at times was very defensive about the plan. The whole tone of the meeting seemed to be us against them. "Us" being Pat and I speaking for Mike, Katie, Betty, and Sue. "Them" being Sara, Lynn, and Lisa. Fran and Bonnie were quiet and Denise seemed in the middle. The meeting ended with the bell. We agreed to continue our meeting after school.

After the meeting it seemed to me that a number of issues were being mixed up during the meeting. One issue was the authority

issue--how are decisions being made? The fact that most of Sara's and Lynn's questions and arguments were being addressed to me seemed to indicate to me their issue was more with me than with trying to support Mike or Katie. Also I think that both Lynn and Sara felt hurt at not being included earlier. They seem to have a high need to be helpful and they had not been asked to help.

At the beginning of the after school meeting I started the meeting by surveying people's feelings about our noon session. I started by saying that I felt upset and confused because of the mixed messages and issues I observed going on. On one hand I felt one group was asking for help while another group was asking how decisions get made. Katie and Mike both shared that they were both upset that others felt like they were doing something to exclude them. Sara was concerned about the fact that she appeared to be attacking the people that were asking for help. Pat was concerned about helping students. Lynn was confused about whether or not she should have any input into the decision since it didn't directly affect her kids. She still was upset and feeling uncomfortable about how the decision was going to be made.

The meeting continued with Pat arguing for Katie and Mike about the needs of their kids and the teachers. The emotional issue that Pat seemed to be arguing was "trust me when I say I have a problem." On the other hand Lynn, Sara, and Denise seemed to be saying "I want to help." These themes seem to get acted out by talking about what to do with specific students. The first group kept talking about the needs of the students and the second group kept giving advice on what to do. At one point I asked Lynn and Sara what alternative they might suggest. They seemed to warm up once they could put their idea in the group. The meeting ended with no final decision. We planned to meet again next week. In general the meeting ended with the staff that initially felt excluded feeling more included and the teachers who were asking for help and feeling frustrated still feeling frustrated and incompetent.

At our staff meeting today (10/14) we started by listing our problem students and briefly discussing them. I had asked the staff to come to the meeting with ideas about reorganizing that might address these problems. Sara suggested combining first and second grades but there is a lack of space. Denise then volunteered to move the kindergarten from the largest room to Mike's room, the second largest. Mike would move to Katie's room. This all seemed to fit the various needs we'd been discussing. The atmosphere was one of willingness to change and help. Pat and Katie were at times still very defensive. Pat was particularly this way when we discussed

Mike's problem students: Gordon, Kevin and Louis. Lynn was willing to take Louis for his reading and math, Lisa said she would work with Gordon, and Kevin would be assigned to the resource room staff. Before the meeting ended I told the staff that I would be out of town next week. I expected that the first grade teachers would get together with Katie to decide how the room combination would be made. I said that I would prsent the idea at the next Governing Board meeting (10/28) when I returned.

III. THE DIRECTOR AND ASSISTANT DIRECTOR

Director's notes:

(10/14/75) I talked to Pat for a while today. She was upset about the last staff meeting. It seems Sara had asked for resource people to come to school to discuss our students with special needs. Having a masters in social work she felt she was qualified to do this. She had volunteered her services and there was no response from the staff. In our discusion I told her that I felt she was experiencing a great deal of role confusion. As a social worker I imagined that she had often played the role of the advocate for the student. In our staff meetings I experienced her as takingthe same advocacy role for Katie and Mike. I told her I believed that the degree to which she becomes an advocate for any one group of students or teachers is proportional to her loss of ability to influence other teachers or students. I tried to explain to her that by being an advocate for Mike and Katie she seems to have lost her ability to influence Sara or Lynn who are two of the more experienced and respected (by parents and teachers) teachers in the school. I also reminded her that her present position is a management position which I believe conflicts with her training as an advocate. I also shared that she was spreading herself too thin--she's working in Katie's room, she's assistant director, and she is also trying to work individually with some of the students with special needs. I recommended that she take one or two students to work with but not to over commit herself. She agreed.

(11/12/75) Pat was upset with me today for giving Louis back the money she had taken from him without asking her. She felt I was nullifying the impact she was having on the kids like Louis because I didn't check with her. She felt some of the students were playing us off each other. After a lengthy discussion in which I also shared my frustration at having to uphold rules I didn't understand, I apologized for not contacting her first.

I also asked her what was happening in her that made these issues so strong. What she brought up was that she didn't like herself when she had to be a disciplinarian. She stated her frustration. "How could Louis like me when I have to treat him like this--I don't even like myself when I'm like this!"

(11/25/75) Today I presented the Wing incident to the Governing Board. Before going to the meeting, I met with Pat, Katie and Bonnie. Pat argued with me that the Governing Board was not a place to bring up the Wing incident. I disagreed and

said it was the best place. Otherwise the incident was likely to get to the school board where it would be less manageable. When I left for the meeting all three seemed mad at me for the action I was taking.

(12/4/75) Pat has been walking around in a funk for three days. Yesterday I told her I wanted to talk to her about what was happening. She agreed but we didn't meet till today. I came into the office at one point this afternoon and Pat was in tears and talking to the secretary. I sat down with Pat (and the secretary and one of the aides). What followed was a two hour confrontation between Pat and I. Pat was upset that I wasn't seeking her advice and that "some" teachers were also upset. I shared how it was difficult for me to deal with her as an advocate and that I felt at various times I had to represent everyone. During the meeting I got upset with all three of them. I felt they didn't see my feeling and that hurt me. In the end it also became clear to me that Pat was not clear what her job was which added to the confusion. We agreed to work on clarifying our different jobs and to more clearly share this with the staff.

IV. SUPERINTENDENT

Director's notes:

(11/25/75) The first thing this morning I met with the Superintendent. He asked what was going on, he couldn't believe what he had heard. I told him it was true that one of the teachers had put paper towel in a student's mouth to shut him up. I then read the letter of reprimand I had written and explained the circumstances as I understood them. He was upset that the teachers would do such a thing, but he shook his head and laughed, "What teachers will sometimes do!" He then told a story of how some teacher at one school had put a student in a box as punishment. The student stayed in the box and the teacher and kids went home forgetting him. The Assistant Superintendent came into the meeting and I shared the incident and the letter of reprimand with him. Both the Superintendent and Assistant Superintendent agreed that if such an incident should happen again with these teachers that theywould be immediately suspended.

(12/1/75) Katie, Bonnie and I met with the Superintendent. Bonnie and Katie were both visibly upset and on the verge of tears. Bonnie was still angry at the Wings for not talking to either of them. She said she just wanted a chance to say she was sorry and she wasn't given the chance. The Superintendent seemed warm and understanding. He was neither punitive or anxious about what had happened. He seemed more concerned about the teachers being upset. I also felt that he supported the procedure I was going through to handle the problem and me.

Before we left I confronted both Katie and Bonnie on their double standards. They want the parents to bring their problems directly to them and confront them but when it comes to problems they are having with parents or staff members they come to me. Bonnie agreed and said "but you do it so well!" Everyone laughed, but in seriousness I said it doesn't let her off.

Later that afternoon I met again with the Superintendent to discuss the rewriting of the Wing letter. After our discussion I said I hoped we weren't more trouble than we're worth. I thanked him for the way he was acting towards us. I also shared that I personally felt his support and appreciated it. I felt very emotional when I said it. The Superintendent touched me on the arm as we were leaving the office and said that just the fact that the parents could express their concerns so openly at the Governing Board meeting was a success.

V. DIRECTOR'S THOUGHTS

Director's notes:

(11/25/75) After the Governing Board I had a vicious headache. My feeling was that in some way the project had lost its hope--maybe purity or virginity are better words. We had done something that was totally the antithesis of what I stand for and what I believe the project stands for. Instead of being more humane, in our treatment of this one child we were in fact less humane. All our efforts to be more humane with our children and our successes didn't matter. Have we lost the parent's trust or can we regain it?

At one point during these two days (11/24-25) I said to someone: "I finally figured out what elementary schools are all about; ANGER! Kids are angry for not getting their needs met. Teachers are angry at kids for making their job difficult by their not performing or not behaving. Parents are angry at kids and teachers for their own confusion about being a parent and a child once."

VI. THE DIRECTOR AND THE TEACHERS OF THE COMBINED CLASSROOM

Director's notes:

(11/25/75) After the Governing Board meeting I went back to school. I talked to Katie for about 45 minutes. She was very upset. She was working hard at not being appreciated. She felt the staff still leaves her out and that she is not a member. She is liking teaching less and less. She was in tears numerous times. She also felt that the teachers and parents were afraid to give her their students. I mostly tried to listen to her pain for there was little to do at the moment.

I talked to Bonnie also. She was near tears too, she felt that she was always the one who got caught and it had happened again.

After I told both of them together that the next meeting was for parents only and that they would have to wait till the Wings were ready to meet with them they both got angry. Comments like: "The tyranny of the parents;" "Who's going to pay me to come in and switch the room around;" "The Secretary's an ass, she came back from the Governing Board meeting and said things went beautifully at the meeting just like they should."

(12/1/75) I talked to Katie and Bonnie about having to re-write the letter. They were upset and confused about the facts of the incident too. They seemed to understand. They signed the letter. Katie made the comment: "Are they going to continue to blackmail us if they don't like this one?" I said, "No, this is it." Bonnie said, "I don't care, I'm just upset that someone wants to hurt me!"

(12/4/75) First thing this morning Mrs. Wing came in to talk to Bonnie and Katie about the incident. I had scheduled the meeting earlier in the week at the teachers' request. When I came into school Bonnie and Katie were being critical about the meeting and were wondering why it was called. I said I had arranged it because of their earlier request. At that point a parent representative came up and told me that she had been requested to attend the meeting by Mrs. Wing as an objective observer. Katie at this point said she didn't know why the parent representative had to be there but she refused to go. Pat and Bonnie who were standing nearby both agreed. At this point I got angry and said I was tired of being her front man and that she could go tell Mrs. Wing that she didn't want to see her, I wasn't going to. Bonnie and Katie both shut up and went with me to the meeting with Mrs. Wing (see 12/4/75).

V. THE EXPERIMENTAL STUDY

The experimental design is aimed at measuring the differences that exists between school A (treatment) and school B (non-treatment). In order to measure this difference seven specific hypotheses are tested. A series of interviews are also performed. The interviews and hypotheses were designed to test whether school A is more 'organic' than school B. The instruments used to test the various hypotheses are described and critiqued. How each instrument was administered is also described. The results of the scoring of the instruments with regard to each hypothesis is also presented. The data from the teacher interviews is discussed at the end of this section. As with the case histories an attempt has been made to separate the presentation of the data from the analysis of the data. The analysis of the data presented in this chapter with respect to the goals of the study is presented in detail in Chapter IV.

The hypotheses are presented in an order that reflects the decision making and the analytic path of this study. The results from Hypothesis I and II are used initially in the selection of School B (see Selection of School B, p. 240). Once School B is selected the remaining hypotheses can be pursued. Hypotheses III and IV are tested at the same time in order that the scores from the three different instruments can be collected and correlated while still maintaining the anonymity of the teachers. Hypotheses V and VI are tested at very different times but the results are correlated to each other. Hypothesis VII is also correlated to the results of Hypothesis

VI. Table 5 (p. 124) also briefly shows how each hypothesis and the teacher interviews address the different change dimensions. The implications of Table 5 are discussed in more detail in Chapter IV.

Hypothesis I and Hypothesis II

Hypothesis I and II are aimed at collecting data from the teachers and parents involved in all the elementary schools in the Claremont School System. The results of this data was used to help select School B.

H:1 The staff scores on the Organizational Climate Description Questionnaire from School A will be more towards the open end of the classification scale than the staff scores from any of the four non-treatment schools.

The Instrument: The first measure of difference that this study focuses on is the nature of the staff-staff and staff-principal relationships. The Organizational Climate Description Questionnaire (OCDQ) was designed to measure the organizational climate of elementary schools. "Climate is loosely defined as an organizational property analogous to personality. Broadly speaking, the instrument focuses on perceived social interaction between the principal and the teachers, and among the teachers. It is based on the assumption that a desirable organizational climate is one in which it is possible for leadership acts to emerge easily, from whatever source. The OCDQ is composed of 64 Likert-type items which can be divided into

eight subscales. The first four subscales refer to teachers' behavior primarily, and the last four to the principals'. Disengagement: the teachers' tendency to be "not with it;" corresponds to Durkheim's notion of anomie; Hindrance: teachers' perception that the principal is burdening them with bureaucratic detail; Esprit: morale, implying social need satisfaction and job accomplishment; Intimacy: positive socio-emotional relations among the teachers; Aloofness: formal, impersonal, universalistic, nomothetic behavior by the principal; Production Emphasis: close, directive supervision, with minimal influence accepted from teachers; Thrust: active task-oriented behavior of principal in setting example for teachers; and Consideration: principal's tendency to treat teachers "humanly." Scores on these eight variables can be plotted as a profile. Six "climate profiles", along an "authenticity" continuum from openness-functional flexibility on one end to closed-rigidity on the other, are proposed: a. Open; b. Autonomous; c. Controlled; d. Familiar; e. Paternal; and f. Closed (Halpin and Croft, 1963).

Critique: Lake, Miles and Earle in their review of the OCDQ and its use found that "no test-retest reliability data are presented. Subtest split-half reliabilities range from .26 to .84 with median at .64. Odd versus even respondent subtest correlations range from .49

to .76, median at .63. No reliability estimates are available for the profile similarity scores" (Lake, Miles and Earle, 1971, pp. 210-211). They also concluded that "the validity evidence for the climate scores is somewhat supportive, but a good deal of ambiguity about their interpretation does remain (Lake, Miles and Earle, 1971, p. 211). Their overall conclusion is that:

> The instrument is thoughtfully developed, and represents a good blend of underlying conceptualization and emperical winnowing of items. It should not be used to make predictions about individuals, but seems quite workable for examining the proposed dimensions of climate at the level of the school building. The climate profiles as such are of uncertain value; their labels are quite far removed from the original item responses (Lake, et al, 1972, p. 212).

Administration: On 2/11/77 the OCDQ was given to 75 elementary school staff members by the author. This meeting was organized by the Superintendent of Schools in cooperation with this project. (see Appendix, p. 387). The educational staff: principal, secretary, teachers and aides, of the five elementary schools of the District completed the questionnaire (see Appendix, p. 389).

Results: The OCDQ was scored by Assistant Professor Andrew Hayes of the University of North Carolina using the scoring program of Halpin and Croft. The results show that none of the schools clearly fit any of the six climate profiles. An alternate method of ranking schools on the climate continuum as recommended by Croft is used (Appleberry and Hoy, 1969). This method involves ranking schools in terms of their "openness" scores. An "openness" score for each school is found by summing the school's score on the Esprit and Thrust subtest, then subtracting the school's score on the

Disengagement subtest. While not identifying discrete climates, this method does allow a ranking of the school along a continuum from open to closed. In using the Halpin-Croft (1962, p. 179) profiles, "openness" scores of 17-38 are considered relatively closed; schools with "openness" scores of 60-81 are considered relatively open (see Chapter II for a detailed definition of open and closed climates). The five elementary schools of the Claremont School District are scored in Table 8.

TABLE 8

Claremont Elementary Schools; Openness Scores

School	(Esprit	+ Thrust)	-Disengagement	= "Openness"	
School A (West Terrace)	32	25	42	15	n=12
School B (Blue St.)	28	29	33	24	n=13
School C (White St.)	28	32	45	15	n=18
School D (Yellow St.)	33	41	46	28	n=18
School E (Green St.)	37	38	35	40	n=17

These scores are plotted on an openness continuum in Figure 15. This continuum indicates the range of relative "closed" and relatively "open" scores. From the openness" scores and the plot it is noted that all five schools seem best typified as relatively closed. These results reject Hypothesis I.

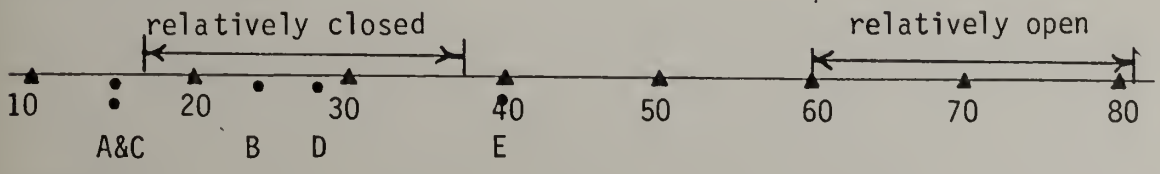


Figure 15. Claremont Elementary Schools Openness Continuum Plot

It is important to note that three initial conditions are different from the Halpin-Croft sample:

1. Claremont is a union school district.
2. All the elementary principals are not full time in one building. One principal is half time at School B and School C.
3. All the principals have not worked two or more years in the same building. School A and School D both have new principals (Fall, 1977).

Only School E. meets the conditions of 2 and 3. The implications of these differences are discussed in Chapter IV.

H:2 The mean of the parent scores on the Parent School Communities Questionnaire--revised from School A will be significantly higher (towards the open end of the scale), than the mean of the parent scores from the four non-treatment schools.

The Instrument: The second measure of difference, the Parent School Communities Questionnaire-revised (PSCQ-revised) focuses on three dimensions: 1) teacher-parent interaction; 2) parent-principal interaction, and 3) parent assessibility to the school. These three areas are covered by 25 statements on the PSCQ-revised (Wiener, 1975). Items on the first dimension tap the quality of interaction between parent and teacher as perceived by the respondent. Statements deal with perception of the teacher attitude toward parental contacts, their receptivity of negative feedback, and the interpersonal climate of parent-teacher communications. The second dimension contains statements concerning the quality of interaction between parents and

the school administrator. Perceptions of how the principal views parent contacts and the parent organization, his/her receptiveness to negative feedback, and the climate of parent-principal encounters are measured by these items. The third dimension concerns the parents perceptions of the mechanics involved in making contact with the school. Statements deal with the process used by parents to contact school personnel, the tone of school-to-home communications, and the impact the parent perceives he/she has on his/her child's teacher. The parents were asked to rate each of the 25 statements on a five point Likert-type scale ranging from "this is always true" to "this is never true." Each item was to be answered on the basis of what the respondents knew or felt to be the case at their child's school, whether or not they had any direct experience with a particular situation.

This survey is designed to measure the permeability of school boundaries. The concept of permeability assumes that any social system, such as a school, is surrounded by a psychological boundary that insulates it from its environment, the degree to which this boundary is permeable to input from outside the system is directly proportional to the openness of the system.

Critique: The authors of the PSCQ-revised performed an informal validity check on the instrument. They trained interviewers (with 84% agreement) who then interviewed a sample of parents who had children in the same school system but had not been administered the PSCQ-revised. Following the completion of the interviews, means for

each dimension were computed and compared with the PSCQ-revised dimensional means. Because of the nature of the validity check no statistical comparison was made. But the authors concluded: "It may be stated that an incident of the validity is mirrored by the fact that the instrument and the interview dimensional means were in close agreement" (Wiener and Rhyne, 1975, p. 9).

Administration: Using the fall 1977 school records, a family list for each of the five elementary schools of the district was made by the author. From this list a 50% sample was randomly selected for each school. A cover letter explaining the survey co-signed by the Superintendent of Schools and the Author, along with the PSCQ-revised and a self addressed envelope was mailed on 11/25/77 to the sample families. Two weeks later a reminder post card was mailed to the sample families (see Appendix, p. 395). All responses were anonymous.

Results: On 2/3-8 the final scores were tabulated. Fifty-five percent of the initial mailing was returned. This accounts for roughly 28% of the total population. The sample return rate appeared high enough to consider the population adequately covered (Babbie, 1973, p. 211).

TABLE 9

Sample Return Rate on the Parent School Communities Questionnaire-Revised

	Family Total	Sample Mailed	Sample Returned	% Returned
School A	142	71	40	56
School B	188	94	47	50
School C	215	108	57	53
School D	221	111	52	47
School E	252	126	85	67
	1018	510	281	55

The returns were scored in three groups (Table 10):

A. Teacher-Parent Interaction

B. Parent-Principal Interaction

C. Parent-Assessibility to School

The "Statistical Package for the Social Sciences" (SPSS) was used to calculate the T values comparing School A to each of the other elementary schools. The mean scores are presented such that a mean score of 1.000 would be a perfect open score and a score of 5.000 would be a perfect closed score. It is important to note that the n may vary for a school depending on the grouping. This is because some returns were not complete and were only partially scored. Taking the disqualified returns into account the total range of returns was still from 43% (School B, Group B) to 67% (School E, Group A).

TABLE 10

Results of "Parent School Communities Questionnaire-Revised"

Group A: Teacher-Parent Interaction

School A:	n=40 M=1.412	School B: n=47 m=1.735	df = 85 T = 2.75 p = .007*
		School C: n=57 m=1.765	df = 95 T = 2.88 p = .055*
		School D: n=52 m=1.630	df = 90 T = 2.01 p = .047*
		School E: n=85 m=1.692	df = 123 p = .007*
		Total n=241 m=1.705	df = 279 T = 2.92 p = .004*

n = sample scored

m = mean

df = degrees of freedom

T = pooled variance T-test

p = two tailed probability

Group B: Parent Principal Interaction

School A:	n = 31	School B: n=40 m=1.957	df = 69 T = 1.82 p = .073
		School C: n=48 m=1.882	df = 77 T = 1.40 p = .165
		School D: n=48 m=1.469	df = 57 T = -.92 p = .358
		School E: n=82 m=1.421	df = 111 T = -2.15 [1] p = .034
		Total n=218 m=1.638	df = 247 T = .00 p = 1.00

School C: Parent Accessibility to School

School A:	n = 37 m = 2.054	School B: n=43 m=2.359	df = 78 T =2.12 p = .037*
		School C: n=54 m=2.284	df = 89 p = .065
		School D: n=50 m=1.987	df = 85 T = -.51 p = .615
		School E: n=83 m=2.174	df = 118 T = 1.05 p = .296
		Total n=230 m=2.194	df = 265 T = 1.25 p = .211

*School A Scores are significantly more open at .05 level.

[1] School A scores are significantly more closed at .05 level.

These results support Hypothesis 2 for Group A, and reject Hypothesis 2 for Group B and C. A detailed analysis of these results are discussed in Chapter IV. In the next section the information gained from Hypotheses I and II is combined with other information to help select a comparative school; School B.

Selection of School B

At this point it is necessary to describe how School B was selected as the best available non-treatment school with regards to School A and the total elementary school system. It is necessary to pick School B in order to pursue the other five hypotheses. Five variables were considered in making the selection:

1. Elementary Staff scores on the Organizational Climate Description Questionnaire;
2. Parent scores on the Parent School Communities Questionnaire-Revised;
3. Economic income of families served by each elementary school;
4. Size of school;
5. History of involvement with School A intervention.

Hypothesis 1 and 2 were used by the author to test the homeostatic nature of the elementary system with regard to School A. In other words the author assumed that the four non-treatment schools would have experienced the same environmental interference since T_1 (fall/'74) such that their scores on H1 and H2 would not significantly differ. This assumption held true for H1 and for Group A: Parent-

Staff Interaction of H2. The Group B: Parent-Principal Interaction scores divided the non-treatment schools into two groups; School D and E parents scoring more open than Schools B and C. The Group C: Parent Assessibility to School scores had Schools B and C again scoring less open with School D most open and School E in the middle. Table 11 shows the comparative openness for each school. High being most open of the five schools and low being most closed of the five schools.

TABLE 11

High-Low Openness Ratings of Claremont Elementary Schools on Three Dimensions of the Parent-School Communities Questionnaire-Revised

	Group A	Group B	Group C
School A	High	Medium	High
School B	Low	Low	Low
School C	Low	Low	Low
School D	Low	High	High
School E	Low	High	Medium

Next the economic income of the families served by each elementary school was considered. Table 12 reports the percent of school population considered disadvantaged by Title I. The 1970 scores are based on the census data (Applied Urbanetics, 1972). The 1978 scores are based on the free milk count for each school. Both scores are used by Title I to establish the number of disadvantaged students per school.

Percent of Disadvantaged Students Per Elementary School:

TABLE 12

Changes in High-Low Ranking of Percent of Disadvantaged Students Served by Each Elementary School

	1970	1978
School A	23.1 High	20.5 High
School B	18.4 Medium	10.7 Low
School C	18.7 Medium	21.5 High
School D	25.9 High	16.9 Medium
School E	13.9 Low	9.0 Low

The size of each school was the fourth factor considered in selecting a comparable non-treatment school:

TABLE 13

School Size

School A	191 (One class per grade level, k-5)
School B	237 (One class per grade level, k-6)
School C	296 (Two classes per grade level, 1-6)
School D	307 (Two classes per grade level, k-6)
School E	267 (Two classes per grade level, k-6)

The fifth factor considered was whether any other elementary school had been included in portions of the initial intervention, i.e., the alternative school. School D at the end of the first year took part in a two week summer workshop with School A. As a result of the joint effort School D instituted a minimum objectives curriculum the following fall. The minimum objectives curriculum was a direct out-

growth of the alternative school project.

This data was presented to the Superintendent, Assistant Superintendent, and the Teacher Consultant of the Claremont School District by the author in February of 1978. The author explained the need to pick a school that in some way typified the Claremont School System. It was clear from the data that no one "average" school existed with regard to these five dimensions. After a discussion of the various dimensions and their implications to the selection of a comparative school, Blue St., was selected as School B. Five major reasons were delineated that led to the selection of Blue St.

1. School D was ruled out because it had received part of the treatment; minimum objective workshop and curriculum.
2. School E was ruled out because it was clearly not serving a large economically disadvantaged student population.
3. School B and C both scored similarly with regard to hypotheses 1 and 2. But they each are of different size and serve a different student population. Both seemed the best potential comparative schools.
4. The final decision rested on size and percent of disadvantaged students. Blue Street was picked as School B. It is of similar size as School A but it serves a "low" percent of disadvantaged students.
5. Although School A serves a "high" percent of disadvantaged students and School B doesn't, the author and the Claremont Administrators felt School B was the best choice. This choice adds another question to the research design: to what extent can a small school serving a low income student

population perform at a level similar or better than a small school serving a high income student population? This question seemed more important than the alternative: to what extent can a small school serving a low income student population perform at a level similar or better than a school twice its size, serving a similar population?

Hypothesis III and Hypothesis IV

Three different instruments were used to test Hypothesis III and Hypothesis IV. All three instruments were given at the same time. For this reason Hypothesis III and Hypothesis IV are presented simultaneously.

H:3 The staff of School A will score significantly lower (more humanistic on the Pupil Control Ideology than the staff of School B.

H:4 A significant negative correlation will exist between the teacher's scores (combined School A and School B) of the Hoppock Job Satisfaction Blank and the difference in their score on the Pupil Control Ideology-Self and the Pupil Control Ideology-Other.

The Instrument: The third measure of difference that the study focuses on is how the staff view the students on the Pupil Control Ideology Scale (PCI). The PCI form (Willower et al, 1967) is a 20 item instrument used to measure the pupil control ideology of educators along a custodial-humanistic continuum. Responses to each item are made of a five point Likert-type scale and are scored from five (strongly agree) to one (strongly disagree); the more humanistic the respondent the lower the score. Possible scores range from 20 to 100.

Custodialism and humanism in this instrument refer to the pupil control ideology of teachers in public schools; these extremes are

polar or ideal types. The custodial school is conceived as an autocratic organization with rigid pupil control status hierarchy; the flow of both power and communication is unidirectional downward. Students are stereotyped in terms of their apparance, behavior, and parents' social status. Pessimism and watchful mistrust characterize the custodial viewpoint. In brief, rigid control is the central concern.

The humanistic school is viewed as an educational community in which members learn through interaction and experience. Student behavior and learning are viewed in psychological and sociological terms rather than moralistic terms. Self-discipline is substituted for strict teacher control. A humanistic orientation leads teachers to desire a "democratic" atmosphere with two-way communication that flows spontaneously between pupils and teachers.

Critique: The validity of the PCI scale was supported by principals; judgments of the pupil control ideology of their teachers; a further known check of the validity was also obtained by comparing schools known reputation to be humanistic with other schools. Split half reliability coefficients ranged from .91 to .95 (Willower, Eidell and Hoy, 1967).

The Instrument: The fourth measure of difference that the study focuses on is how satisfied the staff are with their jobs as reported on the Hoppock Job Satisfaction Blank. Hoppock (1935, pp. 47-48) developed the Job Satisfaction Blank from a concept of satisfaction as "any combination of psychological, physiological, and environmental circumstances that cause a person to truly say 'I am satisfied with my

job'." He concluded that obviously a person may be satisfied with one aspect of his/her job and dissatisfied with another. This definition assumes that it is possible for a person to balance the specific satisfaction against the specific dissatisfaction and thus arrive at a composite satisfaction with the job as a whole. The Job Satisfaction Blank (Form II) consists of four questions each with seven responses at step intervals. Values of 1 to 7 are assigned arbitrarily to the responses in each item, the smaller numbers being assigned to the responses indicating dissatisfaction. The score is obtained by summing the four individual scores. The range of possible total scores is 4 to 28. Four being least satisfied and 28 being most satisfied.

Critique: Hoppock obtained an odd-even internal consistency estimate of .93 for a sample of 309 employed adult workers. He also correlated the Job Satisfaction Blank (JSB) with several other variables including age, employment status and occupational level, and found that it related meaningfully to each of these. Furthermore, he validated the measurement of over-all satisfaction as a method by demonstrating that the JSB correlated only .67 with a composite score from 215 specific job attitude items.

Crites (1966, p. 122) after reviewing three well known job satisfaction tests concluded:

> Perhaps the most obvious conclusion which can be drawn from this brief survey of measures of job, work or vocational satisfaction is that very few adequate research instruments are available. Of the blanks, or questionnaires which have been reviewed here, the Hoppock JSB is probably the best for most purposes: It is easy to administer and score, it takes only a couple of minutes to complete, it is applicable to all occupations, it is internally consistent and it is reasonably valid.

Administration: On 2/28/78 the author administered to the teaching staff of School B:

1. The Hoppock Job Satisfaction Blank
2. The Pupil Control Ideology-Self
3. The Pupil Control Ideology-Other*

The next day these same intruments were administered to the teaching staff of School B. All three questionnaires were given at the same time in a stapled package so that their scores could be tabulated together but their identity kept secret. (see Appendix, pp. 400-402).

Results: The following table summarizes the mean scores and the standard deviations on each instrument by school:

TABLE 14

School A and School B Scores on the: Job Satisfaction Blank (JSB); Pupil Control Ideology-Self; and Pupil Control Ideology-Other

		JSB	PCI-Self	PCI-Other
School A	Mean	21.4	40.0	47.6
	Standard deviation	2.7	4.4	7.5
School B	Mean	20.6	49.3	56.0
	Standard deviation	2.5	11.2	5.6

Hypothesis III is supported by the fact that the mean of the School A staff on the PCI-Self is significantly lower than the mean of the School B staff; F = 4.64 for df = 16, significant at .05 level.

---

*The Pupil Control Ideology-Other is the same set of questions as the PCI-Self but the scorer is asked "to circle the response that best fits the attitudes of the teachers in your school," see appendix pp. 399-402.

To check Hypothesis IV the individual scores for each staff member on their PCI-Self were subtracted from their PCI-Other. The absolute difference on the PCI-Self and PCI-Other was then correlated (Wert, Neidt, Ahmann, 1954) to the staff members job satisfaction score. The combined results from School A and B in this case reject Hypothesis IV: r_{xy}= -.02 (not significant).

Hypothesis V

H:5 Students in School A will have established a significantly higher growth rate in reading and math than students in School B.

Selection of Students: In order to test Hypothesis V it was necessary first to select those students from School A and School B that would form two comparable groups. The following steps were taken:

1. Students were selected in grades 3, 4 and 5 who attended only one school, either School A or School B, since the fall of 1975, the time of the initial intervention.
2. Matched pairs were then formed according to sex and IQ scores (Otis-Lennon Mental Ability Test). Using this criteria 20 matched pairs, evenly distributed between grades 3, 4, and 5 were formed. The groups were correlated with regard to IQ scores: r_{xy} = .964.

The students were picked from grades 3, 4, and 5 in order that their Stanford Achievement Test scores could be used. In the Claremont School System the SAT for reading and math is not given till the second grade. In order to compute growth rate a minimum of two test scores, at least one year apart, are needed for each student. This is

the reason for starting at grade 3. Grade 6 students were not used because at the time School A only goes to grade 5. The group of students who met the criteria are on the average higher in IQ than their classmates (see Table 15). The combined class IQs are not significantly different between the schools (F = .91).

TABLE 15

Comparison of School A and School B IQ Scores

	School A	School B
Total group IQ mean grades 3, 4, and 5	97.2 n = 78	99.4 n = 75
Total 20 group mean IQ	102.7 n = 20	102.3 n = 20
Percent of students from grades 3, 4, and 5 who form 20 group	25.6	26.7

The Instrument: The fifth measure of difference that the study focuses on is academic achievement in the areas of math and reading as measured by the Stanford Achievement Test (1973 edition). Four levels of this test were administered to the grade level students. Each level tested for skills specific to the designated grade level (only the reading and math scores are reported in this study). The following summarizes the skills tested per level:

1. Primary Level I, grades 1.5-2.4

   Reading--word, comprehension, word plus comprehension

   Mathematics--concepts, computation and applications

2. Primary Level II, grades 2.5-3.4

   Reading--word, comprehension, word plus comprehension

   Mathematics--concepts, computation, applications

3. Primary Level III, grades 3.5-4.4

   Reading--reading comprehension, word study skills

   Mathematics--concepts, computation, applications

4. Intermediate Level I, grades 4.5-5.4

   Reading--reading comprehension, word study skills

   Mathematics--concepts, computation, applications

The Stanford Achievement Test is a norm-reference test. The norms provided are sound and comprehensive they are based on a sample of 275,000 pupils in 109 school systems in 43 states. The standardization samples were chosen to approximate the national population in terms of geographic region, size of community, socioeconomic status, and public/nonpublic schools. Sensitive to criticisms of various minority groups, the percent of major ethnic minorities (i.e., blacks and Hispanics--Mexican, Puerto Rican and Cuban) included in the standardization samples approximates the proportion of these minorities in the national population. In addition, minority group persons were employed at all stages of test development as item writers, artists, content advisors and reviewers. Four types of norms are provided: percentiles, stanines, grade equivalents, and scaled scores. There are no separate norms for boys and girls, for geographical region, for type of community, or for socio-economic status. The grade equivalent scores are used in this study to calculate growth rate (Buros, 1978).

> Critique: "All in all the 1973 edition of the Stanford Achievement Test embodies most of the best that is currently known about the measurement of educational achievement. . ." (p. 98)

> "The technical data report presents split-half and K-R 20 reliability coefficients for each test at each level, for beginning, middle, and end of the grade for which each level is most appropriate. Of the 668 coefficients reported 428, or 64%, are .90 or above. Only 30, and all of these in Primary 1 or 2 batteries, are below .80. It is clear that these tests have satisfactory reliability" (p. 100)
>
> "Let us conclude with a summary judgment that is an excellent test, reflecting the competence of its authors and conscientiousness of its publishers" (p. 101) (Buros, 1978)

Administration: The Stanford Achivement Test was administered to each of the students studied by his or her classroom teacher, in their respective classrooms, during the fall of the school year. The 1976 fall test scores were used as the base scores for grades 3 and 4. Originally the author planned to use the 1975 fall test scores as the base for grade 4 but School B did not give the SAT to grade 2 students in 1975. The 1975 fall test scores were used as base scores for the grade 5 students. The 1977 fall test scores were used for all three groups (grades 3, 4, and 5), to compute growth rate. An attempt to use the 1978 fall test scores was made by the author but the original sample size had dropped from 20 to 16 matched pairs. The author therefore decided to stay with the original 20 and the 1977 scores.

Results: The growth rate for each student was calculated by dividing the difference in test scores by the years between tests. For grades 3, and 4 there was one year between tests; for grade 5 there was a two year span between the tests used. The scores are rounded to the nearest tenth which is equivalent to one month. The average scores are presented below:

TABLE 16

School A and School B Growth Rate and Grade Level Scores From the Stanford Achievement Test

	School A	School B
Reading		
growth rate (yrs/yr)	1.1	.9
Grade level (yrs off grade level)	-.4 (initial) -.2 (fall .77)	.0 .0
Math		
growth rate	.8	.8
grade level	-.2 (initial) -.3 (fall /77)	+.1 -.1

Using these scores a two way analysis of variance was calculated to check whether School A's reading growth rate was significantly higher than School B's. For reading $F_{1,19} = .56$ and $F_{19, 19} = 2.19$ therefore School A's reading score is not significantly higher than School B's. Since the math scores were identical no analysis of variance was calculated. These results reject Hypothesis V.

Hypothesis VI

H:6 Students in School A will score significantly higher on the Piers-Harris Children's Self Concept Scale than students in School B.

The Instrument: The sixth measure that the study focuses on is how children in School A and School B feel about themselves. The instrument used, the Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself), is a self-report instrument designed primarily

for research on the development of children's self-attitudes and correlates of these attitudes. Items for the scale were developed using Jersild's collection of children's statements about what they like and dislike about themselves. Children respond either positively or negatively to a series of descriptive statements. The factors assessed by the scale are: behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction (Piers and Harris, 1969; Rosen, 1973).

The scale consists of 80 statements with a force rank answer of "yes" or "no". A count of correct positive scores are made using the scoring scale to give the raw score. Raw scores vary from 0-80. Piers and Harris also have established a school age norm scale: grades 4-12, n - 1138.

Critique: Bentler (in Buros: The Seventh Mental Measurement Yearbook, 1972) reports that:

> The scale (CSCS) was standardized on 1,183 children in grade 4-12 of one Pennsylvania school district. There appear to be no consistent sex or grade differences in means. The internal consistency of the scale ranges from .78 to .93 and retest reliability from .71 to .77. Correlates with similar instruments are in the mid-sixties, and the scale possesses teacher and peer validity coefficients of the order of .40. Care was taken that the scale not correlate unduly with social desirability, and reasonable success was achieved: however, quite high correlations, -.54 to -.69, exist with a measure of anxiety. The authors believe this correlation represents a true trait correlation rather than one of response style. Thus, the scale possesses sufficient reliability and validity to be used in research, as recommended by the authors (p. 306).

Administration: On 6/9/78 the author administered the Piers-Harris Children's Self Concept Scale to the 20 students from School A

and School B who had been matched for Hypothesis V. Prior to this the author collected individual permission slips from the parents of each student in accordance with federal guidelines. The author met with each grade level of students separately. This accounted for three meetings at School A (6-7 students per meeting) and three at School B. The author first discussed the questionnaire with each group, then read aloud each question. Students scored their sheets by circling "yes" or "no" after each sentence (see Appendix, p. 409).

Results: The results are summarized in the following table:

TABLE 17

Piers-Harris Children's Self Concept Scores for School A and School B

	School A	School B
Mean	59.7	65.6
Standard Deviation	12.5	8.5
Stanine	6.0	7.0

The higher the score the higher the self-concept according to this scale.

Table 18 gives a comparison of how the students in School A and School B scored with respect to stanines:

TABLE 18

Stanine Distribution of Student Self-Concept Scores for School A and School B

Stanine		1	2	3	4	5	6	7	8	9	10	
School A	(no.)	1	1		2	4	3	3	5	1		Total 20
	(%)	5	5		10	20	15	15	25	5		
School B	(no.)				1	3	3	3	8	2		Total 20
	(%)				5	15	15	15	40	10		

A two way analysis of variance was calculated to test Hypothesis VI; $F_{1,19}=3.59$, $F_{19.19}-1.41$ Hypothesis VI is rejected, no significant difference exists between the self-concept scores of the students of School A and School B.

Hypothesis VII

H:7 Parents of students in School A will score significantly lower (more "humanistic") on the Modified Pupil Control Ideology interview questionnaire than the parents of students in School B.

The Instrument: The seventh measure of difference that this study focuses on is how parents view their own child as a student on the Pupil Control Ideology Scale. The author rewrote the PCI such that each statement addresses an individual child. No tests of validity or reliability were made. Parents were scored on the same humanistic-custodial continuum discussed earlier (PCI).

Administration: The author called each parent (of the 20 matched pairs) and read them the PCI-Parent which included their chld's name. (see Appendix, pp. 407-408). They were asked to rank each question on a five point scale from strongly agree to strongly disagree. One father from each school answered the question. The rest were answered by mothers.

Results: The following results were obtained:

TABLE 19

Pupil Control Ideology-Parent Scores for School A and School B

	School A	School B
Mean	51.2	50.1
Standard Deviation	7.3	7.0

A t test was calculated to test whether the scores were significantly different. Even though School B's score was more "humanistic" the scores were not significantly different; T - .517, therefore Hypothesis VII is rejected.

Additional Results

The author also calculated 2 other relationships that are discussed in Chapter IV:

1. The Self-concept scores of each student were correlated to their grade level difference. This was done for both math and reading for Schools A and B.

TABLE 20

Grade Level Difference and Self Concept Correlation

	School A	School B
Reading	r_{xy} = .51 significant .05	r_{xy} = .05 not significant
Math	r_{xy} = .67 significant .01	r_{xy} = .36 not significant

These scores were tested using Fisher's Z distribution (Wert, Neidt and Ahmann, 1954) to see whether the correlations for School A were significantly higher than School B's. For "reading" the probability of the null hypothesis is: p = .12, for "math"; p = .08. Neither scores are significant at the .05 level.

2. The scores of parents from School A and School B (20 matched pairs) on the PCI-Parent were correlated to their child's self concept score.

TABLE 21

PCI-Parent and Student Self Concept Correlation

School A	r_{xy} = .63 (significant .01 level)
School B	r_{xy} = .33 (not significant)

These scores were tested using the Fisher's Z distribution to see whether the correlations for School A were significantly higher than School B's. The probability of the null hypotheses proved to be p = .13. This is not significant at the .05 level.

The scores were also combined and correlated as a total group of parents and students. In this case r_{xy} = .53, significant to the .01 level.

Teacher Interviews

The last set of data discussed in this chapter is the teacher interviews. Unlike the previous data this information was collected in a more open ended manner, not aimed at testing any specific hypotheses. But as Figure 15 indicated the interviews still played an integral part in the research design.

The teacher interviews were designed around Flanagan's "Critical Incident Technique" (1954). The purpose of the interview was to collect data directly from the teachers on how they see themselves and their work as elementary teachers, and how they experience their environment in relationship to their work. This information was collected by the author in one on one interviews with each teacher of School A and School B (5/23-24/78). They were informed that their responses would not be attributed to individuals but would be compared by school. The teachers were asked four questions. The author wrote their responses as they talked. At the end of each question the author read back the response to check for corrections or additions. At the end of the interview the teachers were asked by the author if they wanted to ask the author any questions about the study. Most of the teachers reported they felt they knew about the study from previous meetings and information the author had presented.

Scoring Questions 1 and 2

Question 1. What would you say is your primary purpose as an elementary school teacher?

Question 2. In a few words, how would you summarize the general aim of your work as an elementary teacher?

Most teachers combined their answers to questions 1 and 2. To score these answers the author typed out the answers to 1 and 2 for

each teacher in a single paragraph. This left 9 paragraphs for School A and 8 for School B. The paragraphs were then randomly re-ordered. This gave the author a random data sheet to work from. The same process was followed for questions 3 and 4. The result was three sets of data. In each set the answers were randomly arranged and their authors (school and grade) were only identifiable by a separate key. This is the data the author worked from to design a scoring procedure.

In order to score questions 1 and 2, the author designed a task complexity continuum based on the pupil control ideology continuum discussed in Chapter 2 (section VI. Public Education: The Student and Society). The scoring procedure for the teachers' definition of the purpose or aim of their task is based on a complexity continuum. Two basic questions determine where on the continuum each teacher's answer falls. The questions are:

1. Who defines the teaching technique used by the teacher?

One answer to this question is that the technique is determined by the teacher. The teacher in this case primarily uses the curriculum provided by the school system. A second possibility is that the teaching technique is determined by the learning style of each individual student. In this case the teacher matches a technique to fit the student's learning style.

2. What learning needs are considered important?

Three important learning needs identified by the author are: a) the acquisition of basic skills: reading, writing and math; b) the acquisition of social skills: the ability to work and play with other

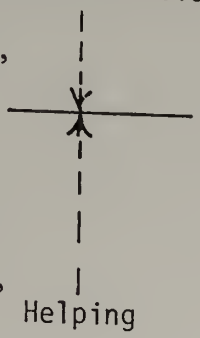
people; c) the development of a positive self concept: feeling good about oneself. These three needs are parallel to Alderfer's existence, relatedness, and growth needs discussed in Chapter 2 (section IV. Human Behavior).

These two questions create a six point task complexity continuum with 1 being least complex:

TABLE 22

Six point Task Complexity Continuum

Scale Score	Teaching Technique	Learning Needs	Characteristic Style*
1	Teacher defined	Academic	Traditional
2	Teacher defined	Academic, Social	Socialization
3	Teacher defined	Academic, Social, Self Concept	
4	Student defined	Academic	
5	Student defined	Academic, Social	
6	Student defined	Academic, Social, Self Concept	Helping



*These styles are characterized in Chapter 2 as various child rearing modes. They reflect the predominate control ideology of the helper.

Original attempts by the author to use the full scale proved unsatisfactory. The scale was too specific for the data. A more generalized three point scale was then designed. This scale corresponds to the three modes of child rearing discussed in Chapter 2. The following descriptions typify the three modes of the task complexity continuum:

Group 1 (traditional)

Teachers in this group see their task as primarily involving the development of the basic skilsl (reading, writing, and math) in students. They usually see their task in terms of making sure each student is working at grade level.

Group 2 (Socialization)

Teachers in this group see their task as primarily involved with developing the student's academic and social skills. The teacher in this setting defines the level at which students are expected to academically perform. They also define the social rules the students are expected to adhere to. Teachers will use various teaching techniques adjusted to the individual learning styles and rates of their students in order to achieve their goals--academic and social.

Group 3 (Helping)

Teachers in this group see each student as having different needs. They see themselves as diagnosing and responding to the various academic, social, and self-concept needs of their students. Their key procedure involves trying to start where the child is at. Their task is two fold: 1) increase the student's skill level (academic and social) in a way that 2) promotes the student's satisfaction of their innate needs.

The above three scale task complexity continuum was given to three separate scorers. Using the scale they scored each of the 17 answers to questions 1 and 2 made by the teachers of School A and School B. On the initial scoring the scorer recorded total agreement on thirteen of the seventeen items. They were then instructed to discuss their different scores with respect to the three scale task complexity continuum and reach a consensus on the remaining items. The result of their scoring is summarized in the table below:

TABLE 23

Teacher Task Complexity Scores

	School A	School B
Group 1 (Traditional)	0	1 (12.5%)
Group 2 (Socialization)	2 (22%)	6 (75%)
Group 3 (Helping)	7 (78%)	1 (12.5%)

An analysis of crossbreaks was performed to determine if a significant difference exists between School A and School B. The results showed that a significant difference exists at the .05 level for two degrees of freedom and chi square = 7.467.

Scoring Questions 3 and 4

Question 3. List at least five factors that are characteristic to your job at School A/B that you experience as helping you perform your job as a teacher. Number the top two most helpful factors.

Question 4. List at least five factors that are characteristics for your job at School A/B that you experience as hindering or blocking you from performing your job as a teacher. Number the top two most blocking factors.

The procedure used by the author for scoring question 3 was also used with question 4. After looking over the randomly arranged data the author noted that each factor could be described as an exchange or lack of exchange between the interviewee and another person or part of the environment. The top two factors for each question were listed in an abbreviated format according to the exchange target and the exchange content. The various exchange targets were then identified and the exchange contents listed. This data was when analyzed by:

1. School
2. Interviewee classificationon the task complexity continuum.

The following tables summarize the results.

TABLE 24

Staff Reported Helping Factors Tabulated by School

HELPING FACTORS (SCHOOL)

	Target	Exchange Content	% Answered
School A (n-18)*			
1.	Staff	cooperation, help, support	39
2.	School	problem solving procedures	28
3.	Principal	support	17
4.	School	small school atmosphere	6
5.	Parents	support	5
6.	School	special training	5
School B (n=16)			
1.	Staff	cooperation, help, support	25
2.	Principal	support	25
3.	Parents	support	12.5
4.	School	classroom layout	12.5
5.	School	small school atmosphere	12.5
6.	School	freedom to act	12.5

*The top two were taken from each teacher's list, School A has 9 teachers, thus n=18.

TABLE 25

Staff Reported Helping Factors Tabulated by Task Complexity Classification

HELPING FACTORS (TASK COMPLEXITY CLASSIFICATION)

Group 1: Traditional (n=2)

1.	Principal	support	50
2.	Parents	support	50

Group 2: Socialization (n=16)

1.	Staff	cooperation, help, support	25
2.	Principal	support	25
3.	School	small school atmosphere	19
4.	School	classroom layout	13
5.	Parents	support	6
6.	School	freedom to act	6
7.	School	problem solving procedures	6

Group 3: Helping (n=16)

1.	Staff	cooperation, help, support	44
2.	School	problem solving procedures	25
3.	Principal	support	13
4.	Parents	support	6
5.	School	freedom to act	6
6.	School	special training	6

TABLE 26

STAFF REPORTED BLOCKING FACTORS TABULATED BY SCHOOL

BLOCKING FACTORS (SCHOOL)

Target	Exchange Content	% Answered
School A (n=18)		
1. School	(lack of) space	28
2. School	(lack of) special service help, and/or aides	22
3. Parents	(lack of) cooperation	22
4. School System	(lack of) money for materials and educational activities	17
5. Staff	(different) teaching methods	5.5
6. Principal	(different) philosophy	5.5
School B (n=14)*		
1. School	(lack of) special services help and/or aides	36
2. School	(too many) non-educational duties	22
3. Principal	(different) philosophy	14
4. School	(too large) class size	14
5. Staff	(different) enforcement of rules	7
6. Parents	(lack of) cooperation	7

*One teacher could not think of any blocking factors.

TABLE 27

Staff Reported Blocking Factors Tabulated by Task

BLOCKING FACTORS (TASK COMPLEXITY CLASSIFICATION)

Target	Exchange Content	% Answered
Group 1: Traditional (n=2)		
1. Staff	(different) enforcement of rules	50
2. Principal	Absence from building	50
Group 2: Socialization (n=14)		
1. School	(lack of) special service help and/or aides	43
2. School	(too large) class size	22
3. School	(too many) non-educational duties	14
4. Parents	(lack of) cooperation	14
5. Principal	(different philosophy)	7
Group 3: Helping (n=16)		
1. School	(lack of) space	25
2. School	(lack of) special service help and/or aides	19
3. School System	(lack of) money for materials and educational activities	19
4. Parents	(lack of) cooperation	19
5. Staff	(different) teaching methods	6
6. School	(too many) non-educational duties	6
7. Principal	(different) philosophy	6

C H A P T E R I V

ANALYSIS OF THE RESEARCH DATA

I. INTRODUCTION

This chapter uses the theory of planned organizational change as presented in Chapter II to analyze the research data presented in Chapter III. There are four major sections of this chapter.

1. The Analysis of Case History I: The Creation of an Alternative School. In this section the author uses the reflective and sequential aspects of the change process, as outlined in Chapter II, Section VII, pages 78-85, to analyze Case History I as presented in Chapter III, Section IV, pages 130-209.

2. The Analysis of Case History II: Working With Crisis. In this section the author uses the theories developed in Chapter II, Section IV: Human Behavior, pages 43-52, and Section V: Organizational Behavior, pages 52-65, to analyze Case History II as presented in Chapter III, Section IV, pages 209-229.

3. The Analysis of the Experimental Data. In this section the author uses the "change dimensions of the activity system" as discussed in Chapter II, Section VII, pages 85-97, to analyze the experimental data presented in Chapter III, Section V: Experimental Data, pages 230-266.

3. Conclusion. In this section the author briefly summarizes the analyses of Case History I, Case History II, and the Experimental

Study as they relate to each other. The author discusses these conclusions under four major headings: 1) the process-product relationship 2) the systemic aspects of planned organizational change; 3) the psychological aspects of planned organizational change.

The major intent of this chapter is to analyze the three major aspects of this research study. Major conclusions with regard to each separate analysis are made. The over all conclusions for this study are made in the next chapter.

II. THE ANALYSIS OF THE CASE HISTORY I: CREATING AN ALTERNATIVE SCHOOL

The analysis of the Case History I focuses on the "change process" as presented in Chapter II, Section VII (pp. 78-85). The analysis follows the five sequential steps of planned change outlined in Chapter II. Blumer's (1971) five steps outline a sequential process for moving from awareness to action:

1. Emergence of a Social Problem.
2. Legitimization of the Problem.
3. Mobilization of Action.
4. Formation of Official Plan of Action.
5. Implementation of Action.

While discussing the aspects of each step as presented in the case history the author focuses on:

1. How the Director relates to the internal and external communities of the Claremont School System. The Author's particular focus is on the Director's relationship to the various activity systems

that comprise the internal community: 1) technical system (teachers), 2) managerial system (principals, and administrators), 3. institutional system (school board).

2. How the Director's activities reflect the "helping mode" of problem solving; particularly: 1) planning, 2) fact-finding, and 3) execution.

The case history method is used to trace the progression of the problem definition from awareness to action in the Claremont School System. It also shows how at different stages of the process different activity systems play different roles and define the problem differently. In the end the Author shows how these various definitions and levels of involvement become integrated into the final action steps.

The Reflective Dilemma: Using the Helping Mode in a System that Predominately Uses the Socialization Mode

The primary task that is initially presented by a group of administrators from the Claremont School System is: how do we get a K-12 alternative school started in our community (11/5/73).* With this idea in mind they pursue Title III for funding and the National Alternative School Program (NASP) for consulting help. Title III responds that Claremont's request for money to start a K-12 alternative school is unacceptable (4/17/74, 5/74). Title III is unclear how the K-12 alternative school responds to the educational needs of Claremont. NASP aids Claremont in writing a planning grant proposal aimed at designing and implementing an alternative school in Claremont that directly responds to the community's educational needs (6/29/74).

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*See Case History I, dates cited for specific reference pp. 135-165.

Title III approves funding of this proposal. In these initial planning steps two styles of dealing with social problems are foreshadowed. The administrators of the school system in their proposal represent what has been labeled as the socialization mode of problem solving. In this case the administrators' believe that a K-12 alternative school is what their school system needs. This belief appears to be based more on their personal "shoulds" about education than on the stated needs of students, teachers, and parents. The NASP consultant and Title III represent a style of working which has been labeled as the helping mode of problem solving. The planning grant as written (6/29/74) by the NASP consultant describes a process of helping the Claremont School System implement an alternative school that addresses the needs of their students, staff, parents, administrators and school board. Throughout this analysis of the case history the differences between the socialization mode as indigenous to the Claremont School System and the helping mode as advocated by the Director of the Claremont Alternative School Planning Year (CASPY) is evident. It is important to note that this difference is evident in the beginning and throughout the history of the project.

The funding of CASPY and the hiring of the director refocuses the primary task from: "How do we start a K-12 alternative school" to "How do we start an alternative school that responds to the educational needs of the Claremont School System." The second statement of the primary task is more complex in that it demands that the needs of the various members of the Claremont School System be identified and matched to appropriate action. The needs of the clients in this

case will define the parameters of the alternative school. The school may or may not be K-12 according to the communities various needs.

Emergence of the Social Problem

This section shows how the director begins to identify areas in which the organization is not being responsive to the needs of its internal and external communities. Building on the recognition that social problems are fundamentally products of a process of collective definition the director starts by identifying who feels a problem exists and what do they think the problem is. This process results in that the unmet needs of the individuals involved collectively define the social problem. It assumes that if the organization is responsive to the needs of its internal and external communities no social problems will emerge.

Entry: The Director is hired as an administrator. This makes him a member of the managerial system. In order to identify the needs of the school system's internal and external community the director needs to make contact with the people that represent these two major groups. In the director's notes (see Entry I)* it is evident that he consciously enters into the system through the influence and support of the superintendent. From the superintendent he goes to the principals (9/17/74) and the school board (9/18/74). From the school board he moves to the external community (9/30-10-23/74) and parents

*In this section all quotes, unless indicated otherwise, are from Chapter III, Case History I. The references appear in three different formats. 1) Specific dates are cited and can be found between pages 135-165. 2) References that start with a roman numeral and a topic title can be found in the Director's Notes section between pages 166-212. 3) News Articles can be found in the Director's Notes section between pages 166-212.

(11/18/74). As the director moves along these lines of contact he presents himself and his ideas while soliciting the needs and ideas of others.

Data Collection: The director spends the first two months of his job interviewing various groups of people involved with the students of Claremont, in hopes of more clearly defining the felt needs of the system. In his notes, he summarizes the various interviews of the school board members:

> From my interviews with the school board members a number of points I had to keep in mind existed: 1. No increase in the budget, what this means is that the alternative school would have to be funded externally, by a re-allocation of staff and resources, or by picking up teacher positions that would be dropped with the dropping enrollment. 2) Not only a concern for dropouts exist but a concern for the students who are in the elementary grades and having problems exists. 3. There is a concern for other new projects supported by the district that are just getting started having their funds and support taken away. (II. Interviews, p. 168)

> From my interviews with various members of the school committee I was aware of a number of concerns and issues facing the school board with respect to the elementary program. First of all the schools are overcrowded. One school board member quoted to me that in total they were overcrowded by about 200 students. Second, none of the elementary schools have a lunch or cafeteria space. State law requires a hot lunch program by 1978. Third, only three of the five elementary schools have libraries. Fourth, there is a shortage of principals to adequately cover the four schools which have only two principals. Fifth, most of the elementary buildings are quite old and antiquated and a building committee has been established to review Claremonts needs for educational space (IV. Planning Meetings, p. 175)

The next group that the Director interviews are members of the human service systems within the community. These people are recommended to the director by the school board members as the group that might know the most about the dropout and their problems since they seem to work with these students the most.

> . . . the group of people I interviewed. . .: welfare, probation, mental health clinic, drug abuse counselor, and community action program (CETA), all supported the need to work with the dropout. Except for the local community center, most of the groups or individuals were working with the students in some manner. The picture this group painted of Claremont seemed to go like this: "Claremont High School is a good school for students who have the capacity to go on to college, but for the student who will stay in Claremont, the High School does very little for them. It's these same people that the schools have done so little for that vote down school budgets, can't get jobs and go on welfare." It also appears that most of the schools are very strict and authoritarian and that the parents support this type of school (II. Interviews, p. 168).

It seems clear that this group sees the dropout as a major problem the schools are not dealing with. Of course it is also true that this group of professionals are presently dealing more with the dropout than the schools are. If the schools were more successful these people might be out of work.

During this time the Director also meets with various groups of teachers in open meetings to discuss their concerns about the Claremont School System. The Director finds that depending on the grade level, the focus might vary, but one theme seems ever present. The teachers who attend the alternative school meetings are all looking for a way to work with students in which they can feel better about themselves as teachers:

> Teacher: "What I'm concerned about is getting bored. All the things I do extra I've stopped doing--that worries me. Im getting more concerned about test scores."
>
> Teacher: "I'm getting too many kids. I try to do things that are interesting and it just becomes a hassel."
>
> Teacher: "35 in geography is just too many!" (10/9/74).

In a series of meetings with high school teachers, the Director realizes

that although there is a group interested in alternative education they are not necessarily interested in working with the dropout.

> Director: "What became clear during the meeting was that different people were interested in working with different groups of students. I was pushing the dropout while the teachers seemed scared or hesitant to work with this group, some seem to want to just work with the motivated kids in a different way while others wanted to work with the turned off groups (III. Project Challenge Staff, p. 172).

At this point in the development of the problem definition the managerial system varies internally on how they see the problem. The principals of the Annex and Junior High, both of whom had been instrumental in writing the planning grant, are highly supportive of the need to work with the dropout problem. The principal of the High School seemed to agree. Two of the three elementary principals are new to the system and are just getting familiar with their new jobs. The superintendent is in the middle, he hears the school board's concerns about money and he is also aware of the limitations of the school system. It seems important to remember that although many members of the managerial system do not seem active during this stage that the Director is very active. He, in a sense, represents the managerial system. During this stage the Director is interviewed by a local paper (News Article I, p. 170). This interview summarizes the position of the managerial system in trying to balance the needs that are emerging from the teachers, the human service workers, and the administrators. He also seems aware of the resource constraints that are being expressed by the school board members in response to the fiscal climate of the community.

Summary: As attempts to define the problem become more specific, it becomes clear how each of the various activity systems define the problem with regard to their primary task. The school board (institutional system), with their eye on the community, is concerned about the lack of resources to support what already is happening, let along starting something new. Teachers (technical system) want to feel better about themselves as educators. They want to be able to help the children and young adults they work with learn. Administrators (managerial system) are concerned with the students they have problems with: the potential dropout. Three important needs emerge from this data: (1) there is a group of people within the school system who want to feel better about themselves and their ability to help children and young adults learn; (2) there is an identified group of students who seem to get very little from their participation in school (drop-outs); and (3) there are limited financial resources available within the school system.

The definition of a problem as stated in Chapter 2 (p. 19) is that: "A problem exists when there is an absence of rationality with regard to a given task." Each of these needs delimits a boundary beyond which teachers, administrators, and school board members are presently unable to work. Once the organization's duty to address one or all of these needs is legitimized the task uncertainty the organization must face is increased. This task uncertainty creates a condition where there is an absence of rationality, thus a problem exists.

Legitimization of the Problem

During this stage the Director focuses on getting the institutional system (school board) to publicly own that a specific problem exists and that the problem they define is congruent with the felt needs of the managerial and technical systems. Action in this stage faces 3 major implications:

1. The more specific facts get in supporting the problem the more directly some people get seen as not performing their jobs. This generates a feeling of failure which needs to be addressed.

2. Since this problem has not been dealt with in the past who in the organization has the skills to deal with it now? The problem definition needs to take into account the organization's potential, in terms of human and financial resources, in order to respond successfully to the problem.

3. It is necessary to state the problem in a manner that challenges the technical and managerial system but doesn't alienate them. It is important to recognize that if the technical system and managerial system disqualify the problem, when it comes time to act on the problem, they are the main actors and little will be accomplished.

Implications of Problem Definition: The Director in his notes appears aware of these implications and more!:

> After interviewing these people (school board and helping services) and getting a sense of the educational need to deal with the dropout the question I asked myself was: "How do I go about proving this need?" But this question alone has numerous following questions that also have to be considered: to whom am I proving this need?; what is their reasoning process or what kind of data will they respond to? Continuing to think this through--suppose the

> school board, superintendent, Title III, whoever accepts the fact that there is a dropout problem. Their question back to me is: "What is your plan to deal with the problem and how are we going to pay for it?" Other questions that Sarason points out in his book The Creations of Settings are also important: Who are the staff that are going to work in this program aimed at the dropout? Do they have qualified skills? In selling this program to the district am I not trying to solve a problem that they haven't been able to solve, with less money and resources--a questionable probability of success exists (II. Interviews, p. 168).
>
> The ethical problem I feel is that unless I propose viable solutions at the same time I'm raising problems, I may just be increasing people's sense of powerlessness, and even more difficult social problem to deal with (VII. Director's Dilemma, p. 172).

In order to address these questions, the Director also works during this stage in trying to design specific alternative programs that might deal with these various concerns.

Two Strategies. During his initial interviews the Director decides to pursue two different types of alternatives;

> It was during this time that I made an implicit decision to pursue two different alternative school programs: 1) elementary and 2) jr. high and high school. This wasn't an immediate decision but had been slowly coming to a head. The difference between the programs that I saw was that elementary programs could be started by the reallocation, within the system, of students and teachers. As I pointed out the jr. high-high school program for dropouts would have to be started with outside funds. Underlying this decision was a basic decision I had also formulated during the first two months. My goal in Claremont was to in some manner bring about a change in the school system. I was not interested in starting an alternative classroom for dropouts. In order to complete this goal I knew it was necessary to get a program going which included a "critical mass" of students. Exactly what that critical mass meant in size and money I wasn't sure. . . . This seems to support my goal. My strategy then developed into pursuing the starting of two different programs of about the same size. 150 students; one elementary and one for dropouts (II. Interviews, p. 169).

Emerging Opposition: It becomes clear to the Director that as soon as he starts moving out of the problem defining area and into the exploring and designing possible alternatives more opposition emerges within the managerial system.

> One of the Catch 22s with working with the principals and the district office is that in raising the information I'm raising concerning the problems and needs of Claremont that the decision making seems so centralized that they cannot work as a problem solving group. The power to mobilize resources is not in the hands of the principals but in the hands of the Superintendent and Assistant Superintendent. Their ability to mobilize resources is controlled by the school board and the budget which is passed by the community at large. To think that the principals would support my attempt to siphon off some of the limited cash they are trying to get for their own programs is naive of me. This seems especially true since they've never learned to work together or with the district office staff in a collaborative sense (VII. Director's Dilemma, p. 171).

Since group problem solving with the principals was unsuccessful the Director also tries problem solving with the Superintendent and the Assistant Superintendent. The Jr. High-High School dropout focus is supported by the Assistant Superintendent and Superintendent. The Elementary School program is blocked by the Assistant Superintendent (see Case History I, IV. Planning Meetings, p. 175). At this point the Director also learns that the teachers he is working with to design the alternative school aimed at the dropout are not interested in working primarily with the dropout. He also realizes that given the implicit constraint from the school board: "no increase in the budget," not enough money is available in grants to support the size of program he feels is necessary (see III. Project Challenge Staff, p. 172). The managerial system seems to be the major block to the elementary plan where as the technical and institutional systems are blocking the dropout plan.

The Director also considers the extent to which students and parents are willing to support change:

> The dropout and failure data that I've collected from the school's records, along with the attendance records of various grades has been aimed at what I would label or consider deviant behavior from the perspective of the organization. Such behavior to me is indicative of the system and its problems. One of the interesting facts that I found was that with respect to attendance there has been very little acting out. Students seem to be very obedient, they attend until they're sixteen, then they quit. The visibility and the tension around the students that are making it is not high for they don't raise waves. . . .
>
> The position I feel in, is that if I go on to a grass roots mobilization of parents, I'm likely to alienate the people I need to work with the closest: the Superintendent and the principals. Besides, it's questionable whether parents of dropouts or dropouts would be interested in supporting something new or different (VII. Director's Dilemma, p. 182)

The dropout strategy seems to respond to the most pressing problem but it also appears the least likely to succeed. Lack of funds, lack of staff, and lack of a desire to address this problem by students and parents make it a high risk strategy. The elementary strategy seems more likely to succeed but not until the Assistant Superintendent who is in charge of elementary programs is convinced. The Director concludes that both of the strategies he has pursued do not seem to have the necessary support to be acted on at this time.

Different Problem Solving Modes: At this point the Director becomes more aware of the difference between the helping mode of problem solving he advocates (VI. Harvest Supper, p. 180) and the socialization mode indigenous to the school system. This difference emerges again in a planning meeting the Director is attending with the Superintendent and the Assistant Superintendent. The Director expresses his growing awareness of the difference and his frustration with it:

> Their concern seemed to be: "How could we propose something that wasn't going to positively cure our problems?" My point was that the issue is not so much in finding a 100% cure at this point for that is unlikely. The issue is whether we thought this was a big enough problem to support taking action in some manner. Trying to get the Superintendent and the Assistant Superintendent to think in a problem solving manner as opposed to a panacea or nothing manner has been impossible (IV. Planning Meetings, p. 176).

During the fall the Director exhibits his belief in the helping mode of problem solving. One particular situation in which this mode proves successful and rewarding is the process he goes through in selecting teachers to attend the alternative school marathon (V. Selecting Teachers to Attend the Alternative School Marathon, p. 179). What is important is that the helping mode is becoming an integral part of the Director's style of every day work as well as being his approach to long term planning.

Owning the Problem: Given the impasse the Director faces with regard to his two strategies he decides to present to the principals, at the suggestion of the Assistant Superintendent, the data he has collected. This data defines a dropout problem in the Jr. High through High School and a repeat problem in the elementary grades. The principals' reaction to the data is varied (VIII. Director's Presentation to the Principals, p. 183-185):

> I asked the principals whether they thought this was sufficient information for me to start an alternative school. It was at this point that I felt like I got a look at their attitude towards starting an alternative program. The attitude of the elementary principals, as represented by Jane seemed to be: "No, no, we don't want your help, this is something we have to solve ourselves." It seemed that the principals begin to use this information as a vehicle to support their own biases about what was wrong with the school district. It was an "I told you so" type of response; not a problem solving attitude. . . .

> (I) asked each principal to individually make a comment on whether they saw this data supporting action of any sort. The Jr. High Principal went first. He was really surprised with how many students are failing within the system. The Teacher Consultant had a similar reaction. The Assistant High School Principal was concerned with the number of students that were getting to the high school who couldn't read or do math. Jack (elementary principal) thought I should collect more data. The High School Principal thought we should do more on the elementary level. People immediately, with Jane leading the bandwagon, started listing specific programs that might solve the problems. The interesting things was that every program that was mentioned was something somebody else should do. A number of times I tried to get them off of talking about specific solutions, and to address the issue of whether they thought the problems should be dealt with through problem solving groups. I told them an alternative school was unlikely because of the state of the economy and the shortage of external funds. I asked them what they thought of trying to do things or alternatives within their own schools. Most seem supportive but my feeling is that only the Jr. High and Ninth Grade Principals were really willing to consider such a plan (VIII. Director's Presentation to the Principals, pp. 184-185).

As the Director predicted earlier the principals seem unable to work as a problem solving group. Their first tendency is to skip the problem definition stage and jump to solutions. This kind of behavior is characteristic of the socialization mode of problem solving.

The presentation of the data to the principals by the Director is the first step in getting the total managerial system to own the problem. After his presentation (two meetings) numerous discussions follow. Attempts by various principals to disown the data by saying it is incorrect are dealt with by both the Director and the Superintendent (VIII. Director's Presentation to the Principals, p. 183). The principals at this point may not like the data, or know what to do with it, but they cannot totally ignore or discount it, especially since the Sueprintendent accepts it. This sets the stage for the Director to make public the data to the School Board and community.

The School Board Owns the Problem: In early January 1975, the Director of the alternative school project makes his first official report to the School Board (IX: CASPY, Report I, pp. 186-89). In this report he presents a wealth of data taken directly from school records. This data focuses on the dropout at the high school level and the repeat rate at the elementary level. The report shows that 20 plus percent of a potential senior class will dropout before completing high school. It also showed that two-thirds of the students that have dropped out over the past five years have repeated one or more grades in elementary school. Presently, 25% of the sixth grade class have repeated one or more grades. He also reports on two alternative school strategies he has been developing in hopes of addressing these problems. In his report he concludes that at this time neither of the strategies he has been exploring seem viable. In his report he requests that the School Board act specifically on his report and its conclusions and recommendations:

> The first part of Mr. Bristol's report dealt with "Viability of an Alternative School in Claremont"; there were several questions from Board members and considerable discussion. The Board approved, by vote, the following conclusion, as presented by Mr. Bristol at the end of Part I of the report: "At this time, January 1975, given the financial constraints of 'no increase in budget', a separate Alternative School of 100 to 200 students, financed by the Claremont School System and/or supplemented by external funds on an equal per student level as the district, as presented in Strategy 1 and Strategy 2, does not seem viable."
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> The second part of the report dealt with "Dropout, Failure, Performance and Money: Problems to be Looked At?" After questions and discussion, the Board affirmed, by vote, that if conditions warrant there be (1) further study of the dropout problem from Claremont Public Schools, leading to recommended action, and (2) there be further study of the repeat problem in Claremont's elementary schools, leading to recommended action" (School Board Minutes, 1/8/75, pp. 148-149).

The local press gave full coverage of this meeting and the Director's report. The larger community seemed well informed of the report (News Article II, p. 190).

Although the problem has now been legitimized by the school board, select members of the administrative staff and teaching staff appear upset with the report and its implications. This then commences what Blumer calls the "mobilization" stage. What it seems analagous to is the frustration-confusion stage that takes place in therapy right after the client becomes aware of how his or her behavior is no longer satisfactory but they still don't know what the replacement is for their old behavior.

Mobilization of Action

In the previous stage the institutional system legitimized the dropout and repeat problem as being important enough for the organization to address. In this stage it is the duty of the managerial system to begin to address the problem. As stated in Chapter II the managerial system's primary task is to decide how to address the problem. The managerial system specifically has to decide: 1) Who within the managerial system will be given the responsibility for addressing the legitimized problem, and 2) What resources and actors will be allocated to this new task. How these decisions are made depends on the managerial system's characteristic decision making style.

Director's New Role: The Director implictly changed his relationship to the school system by having the School Board agree that a separate Alternative School is not viable. Instead of being a potential

principal he is now a consultant to the administrators (X. Decision to Act, p. 191). For a month the Director attempts to assist principals in addressing the dropout problem and the repeat problem in their own school (1/14-2/21/75, pp. 150-151). The response is limited. The elementary principals request only two to three hours of help and have no ideas or interest in using the Director or the remaining grant money. The 9th grade Principal and the Jr. High Principal are interested in an outdoor education type of alternative. After working with them the Director contacts Title III to discover that Title III is not interested in funding an outdoor type of alternative program. They are primarily interested in funding an alternative school.

By the end of February the Director is frustrated. The on-site evaluation committee is due to review the progress of the project. Little has been accomplished:

> The day before the on-site committee was due (2/26/75) I met with the Superintendent to discuss my concerns. In this meeting I told the Superintendent that I had been thinking a lot about my job and that I felt we should give the money back to the State and explain that with the state of the economy this doesn't appear to be a good year for Claremont to start an alternative school. Only about $10,000 of the original $20,000 had been spent (X. Decision to Act, pp. 191-192).

Meeting with the Superintendent:

The recommendation of the Director appears to act as the catalyst that leads to the critical decision to act:

> After hearing this the Superintendent became very concerned: "I think Claremont has a good reputation with the State Department of Education in that the projects we take on we follow through on. I don't want to hurt our reputation. Isn't there something we can do to start an alternative school?" At this point I reminded him of the suggestion he made in December of taking over one of the small elementary

> schools and making it into an alternative program. He still liked that idea. I said I was concerned that the Assistant Superintendent wouldn't go along with it. Since the Assistant Superintendent wasn't in town today he'd talk to him later. By the end of our meeting we agreed that the course of action would be to take one of the elementary schools and turn it into an alternative school. . . . After the meeting I was both surprised and a little apprehensive of how the Assistant Superintendent would take the Superintendent's decision to go with the alternative school (X. Decision to Act, p. 192).

What is important to recognize is that the superintendent made the decision to act in an autocratic (II) style (see Vroom Decision Styles, p. 31). This style responded to the time pressure and the impending on-site meeting that was taking place the next day but it did not sufficiently include the Assistant Superintendent. Given the nature of the project and the Assistant Superintendent's responsibility for elementary schools, a group II. (see Vroom chart, Chapter II, p. 33) decision style seems more in order. The Director silently supported this decision making process by not requesting a group decision that would include all three of them. This decision making style creates a situation where the Assistant Superintendent does not totally own the alternative school project. This fact emerges again and again in the Assistant Superintendent's behavior towards the alternative school over the next three years.

After a day long meeting with the on-site evaluation committee the Director, the Superintendent of Schools, the Assistant Superintendent, and the Teacher Consultant confirm Claremont's decision to go ahead with the alternative school. The program will take over one of the existing elementary schools. A director will be hired to run the school. This will allow one of the district principals to focus on one school instead

of being split between two schools. Teachers who work at the school will be transfered to another school. All teachers in the district will have the option of applying for the program. The focus of the project will be to work with the potential dropout student at an early age. A Title I, disadvantaged, elementary school will be picked as the target school. There will be no increase in the budget to run this project since it will be staffed by district teachers. Title III funding will provide money for staff training and a director. Title I funding will provide money for three teacher aides and additional educational materials aimed at servicing a small group of disadvantaged students. (X. Decision to Act, p.192 and XI. Description of the West Terrace Project, pp. 194-195).

Clearly this stage centers around the inner workings of the managerial system. In this case, action with regards to the legitimized problem is taken. It is easy to see how the managerial system could also have blocked action. Now that the decision to act has been made, the next step involves a more detailed plan of action.

Formation of an Official Plan of Action

This stage involves working in a cooperative manner to successfully deal with the various needs of the total system. This stage addresses four major questions:

1. Who are the main actors and how will they be brought together?

2. How will the school system's internal and external communities be prepared for the action?

3. How will the needs of the internal and external communities discussed in the first stage be addressed?

4. Does the manner in which questions 1 through 3 are answered reflect the socialization or the helping mode of problem solving?

At the recommendation of the Title III evaluation committee the Director forms an executive committee: Superintendent, Assistant Superintendent, School Board Member, and Teacher Consultant (2/26/75). With the help of the executive committee the Director designs a plan for informing the school district and the community of the West Terrace Project. This plan in effect has a number of choice points where support is needed in order to continue. The denial of support would make the committee reconsider their plans (3/6/75). The various groups that the committee decides need to support this project, in chronological order, are:

1. School Board (3/3-7/75)
2. Principals (3/11/75)
3. Local teachers union (3/12/75)
4. Parents of students who attend the target school (3/24/75)

The Director asks each group to vote their support of the project. Each gives their vote of support to the project. The teachers are also asked to give their support to the project by volunteering to work in the project (3/18/75, also see XI. Description of the West Terrace Project, p.194-195).The Director also confirms potential financial support from Title I and Title III (3/24/75). By the end of March the Director has informed the various members of the internal and external community that are directly influenced by the West Terrace Project and received their support. Now he submits a brief proposal

pursuing Title III funding of the West Terrace project to the School Board. The proposal outlines:

1. The process by which the project's goals and objectives will be defined.

2. The process by which the project will be managed, and

3. The budget (XII. The West Terrace Project Proposal 3/28/75, pp. 197-199).

The proposal is passed by the School Board and submitted to Title III. It is important to note how an incomplete proposal was submitted because of the perceived need to include the parties most involved in designing the goals and objectives of the project:

> Enclosed is a brief summary of our actions to date in trying to start an educational alternative for Claremont which we call the West Terrace Project. What we are trying to show is that we are actively moving towards the establishment of the West Terrace Project. Because we are behind our timeline outlined in the original CASPY grant, and because we believe that the goals and objectives of the West Terrace Project must be jointly determined by the teachers, parents and administrators involved, we have not submitted a detailed proposal at this time. We hope that SAC and Title III will recognize our actions and the Claremont School Board's as a commitment to the establishing of the West Terrace Project . . . (XII. West Terrace Project Proposal, p. 197).

This whole phase of planning appears to fit the Vroom decision tree (Chapter II, section III, p. 34). Group decisions are made with regard to the final goals and objectives. The planning effort is more consultative. The decision making process also reflects the helping mode of problem solving. The planning, fact-finding and execution steps are repeated again and again by the Director in his dealings with the various groups. The fact that in three weeks an alternative school

emerges from non-existence to being defined, supported, and funded by the major actors of the internal and external communities immmediately involved is indicative of the project's responsiveness.

The week after the West Terrace Project proposal was approved by the School Board, $155,000 was cut from the overall school budget at town meeting. Even though numerous other projects were dropped to respond to this budget cut, the West Terrace Project was not affected by the cut (4/7/75). This too attests to the project's responsiveness to the immediate needs of the institutional system and the external community--no increase in budget.

Implementation of the Plan of Action

The plan of action is likely to involve both short term and long term goals. The short term goals are most likely to be aimed at reorganizing the actors and resources of the organization in order that the technical system can work more effectively on the defined problem. In some instances it may mean a whole new technical system. After the reorganization the major question is: "Can the actors work on the legitimized problem in a more effective manner?" The answer to this question is likely to take years to answer and undoubtedly involves the long term goals of the project.

In this section the case history focuses primarily on how:

1. The technical system is reorganized
2. The managerial system is reorganized
3. The external community is included in the project
4. The institutional system is reorganized

These all tend to be short term goals. The analysis of the experimental portion of this study focuses more on the long term goals.

Reorganization of the Technical System: The first action that commences the implementation phase is the selection of the staff. Once the staff are selected the whole system is brought into the change effort. Teachers are transfered. Principals have to confront who their new staff will be. This is the first tangible indication of change.

The staff selection process starts with the Director scheduling three after school meetings, each one week apart. In the first meeting (4/2) the Director outlines his basic expectations for future staff members: 1) teachers are expected to work on the school's educational problems as a team; 2) teachers are expected to take part in a three day team building session that will be held later in the month; 3) teachers are expected to take part in a four week planning workshop that will be held this summer. The second meeting is held on 4/9. At this meeting the Director presents to the staff a voting process by which the teachers themselves select who will get the eight West Terrace jobs. The Director explains that he feels that this selection process is congruent with the team approach he is trying to create. He wants the teacher's committed to each other as well as to himself. The voting process is discussed by the thirteen potential staff and no additions or corrections are made. The staff still feel they don't know each other well enough so an informal meeting with the Director is held (4/11). On 4/16 the Director meets with the potential

staff to go through the selection process. Only nine of the original thirteen stick with the process for the final vote. Each person voting (all staff, not the Director) has eight votes. Consecutive rounds of voting are held until all the slots are filled. Each voter will have as many votes as there are openings. Seven of the eight positions are filled on the first round of voting. The second round of voting is more difficult:

> The next step was for the teachers to vote on the eight people they felt would make the best staff. To be selected on the first round a teacher needed to receive eight votes. In retrospect this would have been the best time to open the voting process for join-up or changes or alterations. Now we were down to 9 people for 8 positions. At the last meeting there were 13 people for 8 positions. The narrowing down to 10 by the start of this meeting and then 9 after the one teacher withdrew was a surprise to many people. Instead of stopping and re-opening the voting process I seemed to rush the old process through. I think this was very much out of my own uncomfortableness and need to get through the meeting. I felt very immobilized when the teacher withdrew earlier and the staff selection started.
>
> After the final vote Katie left, that was probably the most tense time. Again I felt very immobilized. At this time the consultant came in and tried to surface some of the feelings that were still in the group. Some of the feelings were shared, most of the feelings seemed aimed at the process: "Wasn't there another way we could have voted?" "I'm disappointed that more teachers weren't here from some of the other schools like Green St." "I think it was a school vote and a school split." I felt some of the teachers were trying to be supportive, Lynn brought up the point that if we hadn't selected this way then the options seemed to be for the Director to choose or to do it by lottery, neither of which seemed satisfactory. After an ineffectual discussion which didn't seem to satisfy anyone we split up to leave (XIII. Staff Selection, pp. 200-201).

What is important about this incident is that it delimits an emotional boundary of the Director. He shows us that when he is feeling immobilized he rushes the process. In essence he shifts from the helping mode, which would slow the process down in order that the needs of the

actors involved could be articulated and responded to. He moves into the socialization mode which sticks tightly to the predesigned process even though it is no longer responsive. This incident is similar to when the Director supported the Superintendent in deciding to act without intentionally including the Assistant Superintendent. This aspect of the Director's behavior is more closely looked at in the analysis of the Case History II: Working With Crisis.

After the staff members are selected, a 3-1/2 day team building and planning workshop is held. At this workshop the staff and Director, with the help of a consultant, set goals and objectives, budget money, select a representative for the staff to the governing board, schedule future meetings and activities: parent meetings, staff meetings, parent workshop, selecting aides, selecting consultants for the summer workshop, completing the final West Terrace Project proposal (4/20-23/75). The collaborative nature in which the Director makes sure that the staff are included in decisions that directly effect them is reflective of the helping mode. It also is congruent with the Vroom decision making tree.

Each activity that moves the alternative school staff closer to becoming a working unit draws an opposing response from other parts of the system:

1. After the staff is selected and attend the 3-1/2 day workshop the Assistant Superintendent wants the project to drop a grade (4/29/75, 5/27/75). Principals of the selected staff are concerned about the staff missing too much school because of the West Terrace Project activities (5/13/75).

2. After the Director plans the summer workshop he invites other members of the district staff to attend. The Teacher Consultant expressed his concern that the West Terrace Project summer workshop is taking teachers from his summer school program (5/27/75). The Assistant Superintendent expresses his concern that the budget for the workshop is too high (6/2/75, VI. Conflict Over the Governing Board).

3. The staff select three Title I aides from a list of applicants. Two of the aides that are selected are presently working as aides in the Yellow Street Elementary School. The principal for whom the aides work is upset at the aides wanting to leave to work at the West Terrace Project (6/19, 7/2, 7/3, 7/10).

Most of these differences were resolved in a way that continued to support the formation of an alternative school. The conflicts between the project and the Assistant Superintendent continue to be resolved by the Superintendent intervening on behalf of the alternative school.

By the end of the summer the new staff have completed numerous experiences as a group. They appear excited and ready for the fall. At the end of the summer workshop one teacher seems to summarize the staff's feelings:

> At the beginning of the workshop I had doubts about the program. After all the work we've done together and all the laughter--my doubts have vanished--the only thing that might hold me up is getting this program into a comfortable working process in my room--but I guess we all have that feeling. I'm looking forward to a great year. (7/21-8/15/75).

Reorganization of the Managerial System: The reorganization of the managerial system takes place at two levels:

1. Between the Director/Assistant Director and the staff and parents.

2. Between the Director/Assistant Director and the other principals and the administrative staff: Superintendent, Assistant Superintendent, and Teacher Consultant.

This reorganization is in response to how the Director of the West Terrace Project works with these different groups.

As the Director works with the staff and parents he appears to be continually trying to become aware of people's concerns and respond to them. Being so fully included in the activities of the school seems new and exciting to both the staff and parents (5/8, News Article IV, 5/28-29, News Article V). The lack of apparent opposition and the involvement of the two groups speaks to the responsive nature of the Director's relationship.

The Director's relationship with the other principals and the administrative staff is more conflictual. The most obvious conflict emerges with regard to the governing procedure of the West Terrace Project. In March the Director, in the initial proposal, described how the project's management system would work. This description included the workings of a governing board which would have:

> . . . the power to approve changes in: curriculum, student selection and transfer policy; teaching methods; staff, student and administrator evaluation methods; and over all educational structure and operation of the West Terrace Project as presented by the West Terrace Project Director and/or members of the Governing Board (XII. The West Terrace Project Proposal, p. 199).

The board was designed to assure representation from members of three activity systems that comprise the internal community and members of the external community-parents. The decision making procedure was designed to promote collaboration:

> A six voting member West Terrace Governing Board will be established to oversee the West Terrace Project. The voting members of the board will consist of:
> 2 parents of children attending West Terrace
> 1 school board member
> 1 member of the District's administrative staff
> 1 teacher working at West Terrace
> 1 director of the West Terrace Project
> . . . Four affirmative votes will constitute a majority. All resolutions must be passed by a majority (or better), (XII. The West Terrace Project Proposal, p. 199).

This governing board gives the West Terrace Project a great deal of autonomy. But the governing board is still operating within the boundaries of the School Board. The governing board description recognizes this fact:

> The WTP Governing Board will be subject to: the veto of the Claremont School Board, and the policies, goals and objectives presently established by the Claremont School Board (XII. West Terrace Project Proposal, p. 199).

The Director presented this management system to the executive committee (Superintendent, Assistant Superintendent, Teacher Consultant and School Board Member) on 3/26/75. It was discussed and approved. On the same day he also submitted the proposal to the Claremont School Board who discussed and approved it. On 6/5/75, two weeks prior to the final submittal of the West Terrace Project Proposal, the Assistant Superintendent states that the governing board as designed is trying to circumvent the district administration and that the district administrator who sits on the board should have veto power over the

governing board (XV. Conflict over the Governing Board, pp. 206-207). The Director responds that such a change would alter the total nature of the governing board and the project (6/5/75). A meeting is held with the Director, Assistant Director, Superintendent, and Assistant Superintendent to resolve this conflict:

> After returning to Claremont we (Director and Assistant) met with the Superintendent and the Assistant Superintendent. First the Superintendent was upset about the whole governing board structure and intent. After arguing and explaining it to him for about three quarters of an hour he finally began to see that I was not trying to take total power away from him. He would be one voting member of the governing board. If there was a conflict we would fall back on the School Board for resolution. I continually tried to stress the intent was to have parent, staff, and administrative democratic input. This wasn't presently happening from what I've seen. The Assistant Superintendent on the other hand saw it as different treatment from how the other elementary schools operate. He thought the West Terrace School should be treated in the same manner. The Superintendent overruled him: "Sorry I disagree, this is the second time this week" (XV. Conflict Over the Governing Board, p. 207).

During the meeting the Superintendent and Assistant Superintendent each make a remark that summarizes the essence of the dilemma faced by members of the managerial system that undertakes a planned change effort:

> Superintendent: This is different, but I suppose that I can't take on a change project and not be willing to change, it's kind of a contradiction.
>
> Assistant Superintendent: I agree, it is democratic, but it is different from the line arrangement we presently have. I don't see anything wrong with what we presently have (XV. Conflict Over the overning Board, p. 208).

At this point the Assistant Superintendent who is normally responsible for all elementary programs then refuses to be responsible for the West Terrace Project. The Superintendent and the Assistant Superintendent later agree that the Superintendent will sit on the

Governing Board and that the Director will report directly to the Superintendent.

The reorganization is achieved but at a cost. The cost is the unowning of the project and its way of working by the Assistant Superintendent. This has a long term implication. At some future time the West Terrace Elementary School is bound to be reassigned to the Assistant Superintendent. The present concern is how lasting the changes and processes created will be if the Assistant Superintendent hasn't learned to grow and appreciate this different way of operating a school.

Including the External Community in the Project: The parents of students attending the West Terrace School comprise the external community that the project tries most to include. Numerous activities and functional roles are designed to include parents in the operation of the school. The following is a list of these roles and functions:

1. First parents are asked in an open meeting whether they want the project at their school. They vote yes. (3/24/75, News Article III, p. 196).

2. A series of meetings are held by the Director to form a parent advisory committee and to solicit parents hopes and concerns about the project (3/31/75, 4/14/75).

3. An open house is held for parents to meet the new staff and for the staff to present their goals for the project (5/8/75, XIV. West Terrace Project Goals, pp. 203-204 News Article IV, p. 205).

4. A parent workshop is designed by the Director, staff and parents aimed at helping parents and teachers to work more closely

5/15/75). The two day workshop is held (5/28-29/75).

5. Parent representatives to the Governing Board are picked by the PTA (5/8/75).

6. The Governing Board representatives approve the final goals and objectives of the West Terrace Project (6/11/75).

7. Parents of West Terrace students are sent an option letter notifying them they can withdraw their child from the project if they desire. Two students out of two hundred are withdrawn and transfered (6/16/75).

8. The parent representatives attend the first and second governing board meeting and help to establish a policy for student selection for students requesting to transfer to West Terrace (8/4, 8/28/75).

The director has continued to exercise his managerial role of deciding how to decide. Attempts to include the parents in the decision making process is an effort to open the school's boundary. As discussed in Chapter II most of these activities are aimed at trying to make the internal community more aware and responsive to the school's external community--parents.

Reorganizing the Institutional System: The West Terrace Project has a minor impact on the workings of the School Board. What does happen is that at times the Governing Board makes decisions that might normally come under a school district policy. For instance, in the first Governing Board meeting (8/4/75) a student selection process for transfering to and from West Terrace is passed. Allowing students to attend a school other than the one in the area in which they live is

against Board policy. The School Board member on the Governing Board acts as though this is not an important enough conflict to bring to the School Board. What appears to happen is that the existence of a Governing Board for one school promotes a more lenient interpretation of school policy. This interpretation seems more responsive to the needs of the specific school.

Another difference to note is that the West Terrace Project is not financed by the School Board. The Director and Assistant Director, summer workshop, three aides, and extra educational materials are all paid for by Title III and Title I money. The School Board's concern about money does not directly effect the project.

A unique aspect of the Governing Board is that it puts the School Board representative in a position where he or she is more immediately involved in the workings of a particular school. The representative also works more directly with the principal, parents and teachers. This seems to increase the school board member's awareness and responsiveness to the individual school.

The Governing Board and the external financing of the West Terrace project are the two major differences that impact on the reorganization of the institutional system. These differences appear to insure and promote the responsiveness of the West Terrace Project.

Summary of Implementation Stage: As stated in Chapter II it is necessary for each activity system to change in order to support the new level of task complexity. In the implementation stage of the West Terrace Project these changes are most visible. The processes by which the staff are brought together as a team; the parents included

in the planning of the school; and the Governing Board implemented, specifically represent these changes. What is still missing are the changes in the student-teacher relationships. Unless this happens all the other work is for nought. These changes are discussed in more detail in the analysis of the experimental study section of this chapter. It is important to recognize that the changes and work described in this section set the context in which the teacher-student relationship is to be defined. Changes in the student-teacher relationship cannot be totally appreciated without an awareness of the changes that have taken place in the total system. The changes that take place in the larger system will guarantee the longevity of the new way of working with students the project is seeking to establish.

Conclusion

It is possible to get an over all sense of how the local community took on working with the social problem by tracing the level of involvement of the various sub-systems of the internal and external community. The following table roughly summarizes the various degrees of involvement. From the table it is apparent when the various sub-systems were most involved.

Initially all three activity systems of the internal community and the helping service organizations are active during the emerging stage. When it comes time to legitimize the problem the School Board was the major actor. Moving from awareness to action notice the teachers are most involved in defining the emerging problem and in implementing the plan of action. The administrators are highly

Internal Community	Emerge	Legitimize	Mobilize	Plan	Implement
School Board	high	high	low	low	low
Administrators	high	medium	high	high	high
Teachers	high	low	low	low	high
External Community					
Parents	low	low	low	low	high
Helping Services	high	low	low	low	low
Title III	medium	low	high	low	low
	Awareness- - - - - - - - - - - - - - - - - - - -				Action

Figure 16 Sequential Involvement Map of the Different Levels of the Internal and External Community Involvement During the Different Sequential Stages

involved throughout the process. This reflects the fact that it was initially a group of administrators that started the project in the beginning. The high level of involvement of the internal community versus the external community (especially parents) during the first stage reflects that the felt need for change existed initially more strongly within the school system. It is also clear that the managerial system dominated the mobilization and planning stage. The high level of involvement of Title II's On-Site Committee during the mobilization stage fits Terreberry's (1968) hypothesis: "Organizational change is largely externally induced" (p. 607). Parents, teachers, and administrators, the actors most influenced by the change, are the most involved in the implementation stage. Tracking the change process in

this manner delineates both the systemic and the psychological variables involved in organizational change. This specific track or pattern was created within a given environmental context which has been thoroughly described. Future studies need to be made to determine whether similar tracks are likely to be repeated by other organizational change projects given the same context and a similar set of results. In the final section of this chapter (p. 344) the results are discussed in detail. The results indicate that this process has helped make the operation of the Alternative School more "open" and "organic."

In tracing the reflective nature of the Director's work a picture begins to emerge. The Director predominately works out of the helping mode. But, during times when he is feeling immobilized he regresses to the socialization mode as a means of escaping his own frustration. The Author points out in Chapter II (p. 50) that such unadaptive behavior is usually an expression of dissatisfaction at not being able to satisfy a need. The need to get the project started and the staff picked seemed to be the root of the Director's frustration. When frustrated in such a way the Director's operating behavior seems to shift from the helping mode to the socialization mode. This shift took place first when the Superintendent decided on the project without including the Assistant Superintendent and the Director supported this action. As noted in subsequent stages the unowning of the project by the Assistant Superintendent is likely to limit its long term effectiveness. The second time the Director most clearly regressed to the socialization mode was during the staff selection meeting. In this instance he failed to slow down the selection process,

clearly articulate each individuals needs and act responsively. This also has future implications as is shown in the next section of this chapter. It is most important to note how the seeds of future conflict are apparent in the early stages of creation. How the project is created determines its future strengths and weaknesses.

III. THE ANALYSIS OF CASE HISTORY II: WORKING WITH CRISIS

The analysis of the Case History II: Working with Crisis focuses on how the crisis is a result of the staff and director working at their edge of task uncertainty. The history of the crisis is traced as it specifically relates to the Director and one or two key teachers. The analysis of the crisis also points out how both the roots of the crisis and its resolution are present in the creation phase of the project.

The Initial Problem

The initial problem that emerges during the first month of school is that an unstable condition exists between student and staff needs* (9/30/75). There are four or five students whose immediate needs are not congruent with what their classroom teachers have to offer (I. Needy Students*, p.221). The Director is made aware of this instability and begins to take action to try and satisfy both the

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*In this section all quotes, unless indicated otherwise, are from Chapter III, Case History II: Working With Crisis. The references appear in two different formats: 1) specific dates are cited and can be found between pages 212 and 220; 2) references that start with a roman numeral and a topic title can be found in the Director's Notes section between pages 221 and 229.

teachers' and the students' needs. The major plan of action that the Director begins to work for is a restructuring of grades that would make the two resource aides more available to the students and teachers in need (10/3/75). The four or five needy students are confronting some of the teachers with a higher order of task uncertainty. They are doing this by acting in a manner that the teachers do not know how to respond to. This creates a situation where the teachers feel helpless and unable to satisfy their own need to be a helpful teacher. The Director is then also faced with a higher order of task uncertainty. His job is to try and maximize the congruency between the staff's, the student's and the organization's needs. This congruency does not seem to exist with regard to the staff and the four-five needy students. This in turn has the potential of creating a feeling of helplessness in the Director. The Director reacts to the teacher's frustration. It is important to note that the Director's reactions promote the creation of a "basic assumption culture group" instead of a "work culture group" (Chapter II, Section V. Organizational Behavior, p. 63). At this point to promote a work culture group the Director needed to pursue a problem solving mode which would have advocated planning, fact-finding, and execution, along with a full exploration of the staff's feelings of helplessness. Instead, the Director pursues what seems to be a familiar solution--restructure the resources immediately available. This was the strategy that the Director used to start the alternative school. This incident is familiar to when the Director was working with the staff on the staff selection

process (Case History I, XIII. Staff Selection, p. 200) and begin to feel helpless. Instead of slowing the process down, working toward the containment of his own and other's feelings of helplessness and frustration, and working in a problem solving manner, he again forces the process by sticking to a familiar procedure--restructure the resources available.

In a series of meetings (10/3/75, 10/6, 10/9, II. Staff Meetings, p. 222, 10/14) the Director appears to redefine the initial problem from: "How do we make the needs of these staff and students more congruent" to, How do we restructure the school's resources?" The second task is more in line with the Director's skills and abilities. What the specific needs are of the staff and students are never clearly defined. Just how the re-structuring of resources will specifically solve the initial problem is never made clear. The staff go along with this shift in problem focus. Some of the teacher's though are uneasy about whether re-structuring will address the initial problem (II. Staff Meetings, p. 222, 11/3/75).

The Director and staff present the problem and solution, as they see it, to the parents directly involved for their approval. Approval is given by the parents and the Governing Board. On 11/6-7 the staff switch rooms as outlined in the restructuring proposal (II. Staff Meetings, p.222(10/14)).

The Combined Classroom Crisis

One week after the restructuring a critical incident happens in the grade 1-2 combined classroom. Katie, the second grade teacher,

becomes so frustrated with Allan Wing, one of her students, who keeps interrupting her that she tries to stuff paper towel in his mouth to teach him to keep quiet (11/13/75). The Director is aware of the teacher's struggle with the student but unaware of the specific incident (11/13). Eleven days later Mr. and Mrs. Wing arrive at school very upset and angry about the incident (11/24/75). They meet with the Director and share their understanding of the story. The Director is surprised and shocked by the story. The Director assures the parents that the teachers involved will be reprimanded and that Allan will be assigned to a different teacher.

The severity of this incident is indicative of how unresponsive the restructuring strategy was to the needs of the students, staff and parents. In order to fully understand the crisis it is necessary to understand the actors and the context of the situation.

The Actors and the Situation. The two actors the analysis focuses on are Katie and the Director. Katie in this situation is the needy staff member. The Director's relationship to Katie is similar to Katie's relationship to her needy students. Just as Katie is unable to work with her needy students the Director seems unable to work with Katie.

Katie's history with the project and the Director sets the stage for the crisis situation. A number of incidents are important to remember. First of all Katie was the last staff member to be selected. Originally she wasn't picked. The teacher that was picked withdrew and she was the only person left interested in the job (Case History I. XIII. Staff Selection, p. 200). During the first month of school, Katie

had difficulty with a number of her students (I. Needy Students, p. 221 Previous to the restructuring of the combined grade 1-2 classroom the two most respected and experienced teachers in the school indicate to the Director, at different times and in different ways, their concern about Katie's ability to successfully work in such a classroom arrangement (10/22/75, 11/3/75). In essence, the Director chose to disregard that Katie might not be capable of performing in this new situation. Since the restructuring was the project's first big change effort, there existed an implicit pressure on Katie to do well for the sake of the School and in order to prove herself worthy to the rest of the staff.(VI. The Director and the Teachers of the Combined Classroom (11/25) p. 229). This implicit pressure, combined with the confusion of: 1) trying to combine two classrooms, and 2) trying to respond to the needy students in the combined class, created a high degree of task uncertainty. Faced with her strong personal need to do well the confusion inherent in the situation proved frustrating. She responded to the situation in an aggressive manner, displacing her anger and frustration on Allen, the student who kept interrupting her attempts to work.

The Director's history with Katie was also instrumental in the development of the crisis. The Director unwittingly helped to create the crisis situation by:

1) Failing to work in a problem solving manner, and

2) Promoting a high risk change strategy.

If the Director had worked in a problem solving manner he would have

more clearly assessed Katie's needs and capabilities and the needs of the specific students in her class. In doing this the Director would have realized the pressure Katie was feeling to do well. Other ways of helping her could have been organized that did not heighten her visibility and potential for failure. The Director also failed to realize that the strategy that he was advocating was a high risk strategy that was likely to fail. This is evident by the fact that the strategy of restructuring created a compound problem. The first problem was how to meet the needs of the staff and the needy students. The second problem was how to combine two classrooms, that had already operated for 10 weeks as self-contained classrooms, into a single operating classroom. Each of these problems alone could be considered a major task. Combining the problems increased the complexity and uncertainty of the task geometrically. A reasonable change maximum that the Director did not heed is that when a project is just starting major changes need to be designed so that the probability of success is maximized. By designing this change strategy around a compound problem, and a staff member who had no history of success in such situations, the Director supported a high risk strategy that seemed to minimize the probability of success.

The situation that emerges is that in failing to respond to the initial problem a new problem is created. The crisis incident is indicative of the failure of the combined classroom strategy. Now the initial problem becomes secondary to the crisis incident that happens in the combined classroom. The Director's energy is now focused on resolving the immediate crisis.

Resolving the Crisis

After the meeting with Mr. and Mrs. Wing the Director writes a letter of reprimand and moves Allan to a different classroom. He shares the letter of reprimand with the two teachers (11/24/75). Early the next morning the Director meets with the Superintendent and the Assistant Superintendent and shares the incident and the letter of reprimand (11/25). They respond to the severity of the incident but they also indicate that it's not the first time something like this has happened in the District. They also continue to support the project and the steps the Director is taking to resolve the immediate crisis (IV. Superintendent, p. 227). The Wings take their concerns to the Governing Board meeting the day after they meet with the Director. At the meeting other parents also express some of their personal concerns about the combined classroom (11/25). The Director schedules a parent meeting to discuss with the parents of the students in the combined class their concerns. After the Governing Board meeting the Director meets again with the two teachers of the combined classroom. They are upset at their own behavior and their inability to schedule a meeting with the Wings in order to apologize (VI. The Director and the Teachers of the Combined Classroom (11/26), p. 229). The teachers want to attend the parent meeting but the Director informs them it is only for parents. This adds to their frustration. On 12/1 the Director meets with the Superintendent and the two teachers involved in the Wing incident. The teachers express their hurt and frustration about the incident to the Superintendent. The Superintendent

accepts their apology in a warm supportive manner (VI. Superintendent, 12/1/75, p. 229). Later that day the Director meets with twenty-six parents to discuss their concerns about the combined classroom. The Director has the parents organize into small groups. In these small groups they list their concerns. Five mothers volunteer to record the concerns of the various groups and meet with the two teachers of the combined class the next day and discuss the groups' concerns. At the end of the meeting the parents also request that action be taken earlier on deciding whether to keep the combined classroom. Originally a meeting was scheduled on 12/17 to review the progress of the combined classroom. After the meeting a final letter of reprimand is presented to Mrs. Wing (12/1/75). The Wings were not satisfied with the description of the incident in the first letter (11/25/75). This letter seems to satisfy Mrs. Wing.

Back at school the Director shares with the two teachers of the combined classroom the tone of the parent meeting. He also tells them that the parents are interested in having the classrooms changed back to how they were as soon as possible. He asks them to think about what they want to do.

The next day the two staff members from the combined classroom meet with five parents who attended the parent meeting the day before. The parents and the staff each share their concerns. The staff support the parents request to change the rooms back to the way they were (12/2/75). The next day the Parent Governing Board representatives take a phone vote of parents with students in the combined classroom.

The parents vote to change the combined classroom back to two self-contained classrooms. The Governing Board votes to support the change requested by the parents.

On 12/4 Mrs. Wing arrives at school to talk to the two teachers about the incident with her son. At first the teachers refuse to see her. At this point the Director expresses his anger at the teachers (VI. The Director and the Teachers of the Combined Classroom, p. 229). He refuses to act as their spokesperson with Mrs. Wing. Since they requested the meeting he tells them they can cancel it. The teachers decide to meet with Mrs. Wing. Mrs. Wing shares her pain and fear about the incident with her son. The teachers apologize to Mrs. Wing. The next day the classrooms are switched back to the way they were.

Analysis of the Resolution of the Crisis

A resolution of the crisis is achieved. Two factors play an important role in the resolution of the crisis: 1) the Director's ability to manage the school's boundary in an open manner, and 2) the successful operation of the Governing Board.

Boundary Management. After the crisis incident with Allan Wing the major problem shifts from trying to create a combined classroom to dealing with its failure. This shift in problem focus is towards a boundary control problem that becomes more evident during the Director's meetings with the parents (11/25, 12/1). Remember, the major boundary control problem the principal faces is trying to manage the differences in child-rearing styles that exist between the schools internal and external communities (Chapter II, Section II.

The School as a System, p. 36). This situation creates an interesting conflict in child-rearing styles and beliefs. The crisis incident itself is indicative of a regression on the part of the teachers to the intrusive mode of parenting. But, from the parent meeting (12/1) there is an underlying impression that the teachers are seen as not being in control of the situation and that they have a problem with discipline. The parents seem to be saying that it is important to control children but not to be violent. Their solution to this outbreak of anger is for the staff to be more controlling. On the other hand the staff under normal conditions are more likely to see students as being able to control themselves. Both the staff and the parents are upset about the incident. The two staff members are upset that they did not live up to their beliefs and values in child rearing which tend towards the helping end of the child rearing continuum (Chapter II, Section VI, p. 68). The parents appear worried about their children being hurt, even though they advocate a child rearing mode that tends toward the intrusive end to the child rearing continuum and potentially promotes such violence. This difference in child rearing attitude is never clearly resolved. The combined classroom becomes symbolic of the difference. The parents seem to see the combined classroom and the teachers as lacking discipline and control of the situation. A move back to the two self-contained classrooms is a move towards discipline and control in the parents mind. The staff of the combined classroom see the parents concern about the lack of desks, discipline and control as the parents inability to comprehend a class that is not run by an iron hand. The decision to change the

classroom back to two self-contained grades symbolically addresses and seems to satisfy the parents need for discpline and control. In this move the teachers are not asked to change their styles or beliefs about teaching. But, the vote to change is interpreted by the two combined classroom teachers as meaning most of the parents still don't appreciate or understand how they are trying to work with students in a more helping manner. The crisis has made it more difficult for the teachers to impress the parents of the value of the "helping mode" of educating. Especially since the crisis incident is a visible example of the intrusive mode of educating.

The Governing Board. The Governing Board proves to be the mechanism that allows the various groups to come together in a problem solving manner to address both the crisis situation and the failure of the combined classroom. In a crisis situation it is easy for the system to tighten its boundaries and restrict the flow of communication. This process often backfires. Insufficient and restricted information flow usually results in distrust between the two parties which results in heightening the conflict. Rather than restricting the flow of communications between the school's internal and external communities the Governing Board acts to open up the dialogue. The Governing Board sets up a meeting where the parents of the combined classroom are invited to meet with the Director to share their concerns and feelings about how they see the combined classroom presently operating. The open dialogue and the plan of action that takes place in the Governing Board meeting serves two purposes. First of all, the representatives from the various groups: Administrators, School Board,

Teachers, Parents, are informed of the crisis situation and the action (reprimand) that has been taken. Second, a plan of action has been established to respond to the concerns of the parents that were raised during the meeting. This process results in the Governing Board deciding to change the combined classroom back to two self-contained classrooms. The Governing Board during this whole process proves that it can work as a mechanism by which both the staff and the parents can initiate and effect change in the day-to-day operation of their school. The importance of the Governing Board and its ability to influence how the school is run proves to be a critical mechanism in helping to resolve the crisis. It is also important to note the work that went into creating the governing board on the part of the Director in the initial stages of the project (Case History I, pp. 132-210).

The Remaining Initial Problem

Although the crisis is resolved the initial problem of the incongruency between student and staff needs has not been resolved. The indicator of this is that the feelings of frustration and helplessness that were present in the staff when this whole incident started have only intensified and spread (III. Director and Assistant Director, p. 224; V. Director's Thoughts, p. 228; VI. The Director and the Teachers of the Combined Classroom, p. 229). It appears that the Director and his relationship to the two teachers and the Assistant Director has replicated their relationship to the needy students with whom they work. This is now the emotional boundary and task uncertainty

level at which the Director, staff and students will continue to struggle and grow. The ability of the staff and the Director to work with these needy students will be determined first by whether they can work with these feelings in themselves and each other. Once they know how to work constructively with these feelings of frustration, anger, blaming, etc., in themselves, they have the key to how they can start to work with the needy students who are having similar feelings.

Conclusion

In Chapter II, Section V. Organizational Behavior (p.60) the importance group dynamics and leadership behavior plays in the ability of the group to deal with its task uncertainty is discussed:

> In work settings where the individual is a member of a group whose task is complex the group dynamics will influence the way the group deals with their task uncertainty. Task uncertainty represents the antithesis of organizational action. When the members of a group confront uncertainty related to a specific task they also confront their own frustration and helplessness. How the group manages their frustration and helplessness as a group will have a direct influence on their ability to work effectively on complex tasks. . . (p. 60).
>
> . . . The leader also helps the group 'stay with' the problem that it is confronting. The leader does this by helping the group own its 'in the present' feelings and behaviors that are directly related to the task. If the group fails to own their behaviors and feelings as they relate to the task they will easily shift into becoming a basic assumption culture group. Leader behavior plays an important role in facilitating the group process. The more skilled the leader is in running a problem solving group and in helping the members of the group contain and work through task related feelings the more effective the group will be at problem solving. . . (62-63).

In this case analysis it is evident how the inability of the Director and the staff to deal with their feelings of frustration lead to a crisis. It is not so terrible that they made this mistake for all

living organisms will seek a level of uncertainty that is indicative of their growing edge. If organizations are to be truly responsive to their internal and external communities, then their actors need to learn how to face a high degree of task uncertainty, frustration and potential failure. What is of concern is that the crisis incident will have proven so frustrating that it will have created a sense of lerned helplessness both in the actors involved and in the organization. If this were so the organization's working procedures would rigidify and its ability to be responsive would be severely limited.

There is another aspect of this study that is important to recognize about helping service organizations. In such an organization people are working on people in the technical system. The feelings that arise in the actors about the task uncertainty they face when working on people is easily replicated in the relationship between the managerial system and the technical system. If the managerial system is to effect its stated goal of maximizing the congruency of needs that exist between the actors, clients and organization, then it must be able to deal with this unaware replication of feelings. This would seem to imply that managers in order to perform their task often need to be extremely competent in dealing with their own and other's feelings of helplessness and frustration. If they aren't able to deal with these feelings they in turn may be limiting the level of task uncertainty at which the organization is capable of working.

IV. THE ANALYSIS OF THE EXPERIMENTAL DATA

Introduction

The experimental study takes place during the 1977-78 school year. This is two years after the time of Case History II: Working with Crisis, that is analyzed in the previous section. During this time numerous changes have taken place in both the leadership and the staffing of the school. Three of the original eight teachers are still with the project. The same secretary and the same two resource aides are still with the project. The original Director left the project to return to his doctoral studies at the end of the first year. The Assistant Director was then hired to replace him. She left for another job at the end of the second year. These changes have been brought about in a manner that is congruent with the project's goals of collaboration. Parents and teachers, along with the Director, acted as a hiring committee. They interviewed both new teachers and a new Director. They tired to hire individuals that met the expressed needs of the parents and the staff. Their recommendations were discussed and approved by the Governing Board, then passed on to the School Board through the Superintendent of schools. This process has remained unique to the alternative school for the last three years. Normally the parents and staff are not involved in the hiring process. When the author returned to the District in the summer of 1977 to start the experimental study he found that parents, teachers and the governing board were still actively involved in the hiring process.

He also found that parents and teachers have continued to use the governing board to try and make the school more responsive to the needs of students, staff and parents. Various changes had evolved in the school's structure and operation. The report cards had been changed from a grading system to a behavioral inventory and descriptive reporting system. The teachers had also organized two transitional classrooms for students who have progressed slower than some of their peers. The Superintendent still serves on the governing board (fall, 1977). He indicated to the author that he was pleased with the amount of parent and staff participation in the project. He was particularly impressed with the good job the parents and staff did in hiring a new director and two new teachers.

In September 1977 the author made a presentation of the goals of this experimental study to the School Board. He requested that the Board approve his study to see in what way the alternative school is different from the other elementary schools in the District. After the meeting the author met shortly with a woman who is a reporter for a local newspaper, to answer a few questions about his study. After the discussion she told the author how she already knows the school is different. Her son was having a terrible time at one of the other elementary schools and now that he is at West Terrace he likes school and loves his teacher. "The real difference" she said, "is that the teachers really care about the kids." Her son, who was sitting right next to her, agreed.

Even though the original Director and Assistant Director who started the project have left it, along with some of the staff, the

alternative school's innovations continue to work . At the time when the experimental study starts the alternative school has completed two years of operation. Within the school system and the community, opinions seem mixed about what the West Terrace Project is providing to its students, parents, and staff. While the public focus has often been on West Terrace, other schools have also continued to seek quality education. With this in mind, the experimental study is designed to answer a series of questions not only important to the researcher, but to the District:

a) Does a difference of some measurable sort exist when comparing West Terrace to other Claremont elementary schools?

b) Assuming there is a difference, what are the differences?

c) What differences do the staff, parents, and students see as helpful in providing quality education? (Letter to the staff of the Claremont School District, 11/7/77).

The aim of the experimental study is to directly or indirectly try and answer these three questions.

Measuring a Difference

The analysis of the experimental study focuses on the differences that exist at the time between the alternative school's technical system and the non-treatment school's technical system. The reason the technical system is picked is that the perceptions of parents, teachers, and students, are most directly related to the dimensions characteristic of a school's technical system. This is the system in which these actors are in the most direct contact with each other. It also is the system that is ultimately the major focus of planned organiza-

tional change. Section I of this chapter describes how the alternative school was started. Section II specifically describes how the Director and staff dealt with a crisis situation. This section shows the changes that the project was able to effect in the student-teacher-parent relationships. The change dimensions used in Chapter II (p. 85) to describe the characteristics of a school's technical system are used as the basis for comparison. The alternative school (School A) is compared to a non-treatment elementary school (School B) of similar size. It is important to remember though, that School A serves a Title I disadvantaged student population. School B serves a more middle class population (see p. 240 for detailed discussion). The four change dimensions characteristic to the technical system's internal community, and the two change dimensions characteristic of the technical system's external community are described by the measurements used to test the seven hypotheses and the teacher interviews. Table 5 (p. 124) shows how the seven hypotheses and the teacher interviews, which cover four specific questions:

1. What would you say is your primary purpose as an elementary school teacher?

2. In a few words, how would you summarize the general aim of your work as an elementary teacher?

3. List at least five factors that are characteristic to your job at School A/B that you experience as helping you perform your job as a teacher. Number the top two most helpful factors.

4. List at least five factors that are characteristic to your job at School A/B that you experience as hindering or blocking you from performing your job as a teacher. Number the top two most blocking factors.

TABLE 3

TASK UNCERTAINTY LEVELS

	Internal Community	External Community
Technical System	1. Task Definition: Simple--variability in student learning style is minimized -low need for group problem solving skills 2. Product: Student achievement of basic skills 3. Nature of Interaction: Staff-student-control ideology of staff is custodial -Staff-staff and staff-principal report the organizational climate as closed. 4. Job Characteristics: Job fit - instrumental orientation with regard to a simple task: stable fit -Job satisfaction--generally high	1. Child-Rearing: Intrusive and socialization modes--child must measure up to the school requirements. Control ideology of parent is custodial. 2. Parent-Teacher Interaction: Parents perceive staff as being closed to the concerns and influence of the parents.
Managerial System	1. Decision-making: Simple--principal and administrators maintain one style of decision. It tends to be autocratic in nature. 2. Control and Coordination of Actors: Principal follows established procedures that may or may not fit the organization's and staff's immediate needs. 3. Resource Distribution: Principal maintains direct control of as many resources as possible. 4. Boundary Control: Closed--management of boundary is controlled by the principal, all communications going in or coming out are monitored by the principal.	1. Parent-Principal Interaction: Parents perceive principal as being closed to the concerns and influence of the parents. 2. Parent-School Interaction: Parents perceive the school as being closed to the concerns and influence of the parents.
Institutional System	1. Policy: Tends to be selective in the choice of students the school system tries to serve. The college bound student is generally seen as the schools' target population. Students who are not college bound have few options. 2. Budgeting: Direct financing with a limited supply of resources available.	1. The community marginally supports the value of education. Students are expected to measure up to the school and its standards. The responsibility for failure is placed totally on the student.

TABLE 4

TASK UNCERTAINTY LEVELS

		Internal Community	External Community
Technical System	1. Task Definition:	Complex--variability in student learning style is maximized. -high need for group problem solving skills.	1. Child-Rearing: Socialization and behavior modes--child's needs must be diagnosed and acted on by the school's educational program. The control ideology of the parent is humanistic
	2. Product:	Student achievement of basic skills. Student achievement of positive self concept.	2. Parent-Teacher Interaction: Parents perceive the staff as being open to the concerns and influence of the parents.
	3. Nature of Interaction:	Staff-Student--control ideology of the staff is humanistic. Staff-staff and staff-principal-staff report the organizational climate as being open.	
	4. Job Characteristics:	Job fit--expressive orientation with regard to a complex task; stable fit. Job satisfaction--generall high.	
Managerial System	1. Decision Making:	Complex--principal and administrators are diagnostic and flexible in their decision making style.	1 Parent-Principal Interaction: Parents perceive principal as being open to the concerns and influence of the parents.
	2. Control and Coordination of Actors:	Principal works in problem solving manner to fit staff and organizational needs.	2. Parent-School Interaction: Parents perceive the school as being open to the concerns and influences of the parents.
	3. Resource Distribution:	Principal establishes different procedures that fit the concerns and needs of the staff involved.	
	4. Boundary Control:	Open--principal manages boundary in a diagnostic and flexible style.	
Institutional System	1. Policy:	Tends to be universal in the choice of students the school system tries to serve. The education of all students in the community is the mandated responsibility of the public school system.	1. The community values education and strongly supports it. The school is seen as needing to meet the individual needs of students. The responsibility for failure is placed on the organizations inability to adapt to the students educational needs.
	2. Budgeting:	Direct financing with an adequate supply of resources.	

The results from the testing of the seven hypothesis and the teacher interviews are reported in Chapter III, Section V, p. 230. In this section these results are used to compare the alternative school (School A) to the non-treatment school (School B) for each of the six change dimensions. The results are also used to determine which school is more organic. Tables 3 and 4 summarize the mechanistic-organic continuum that is presented in Chapter II and used in this section for describing School A and School B.

The Internal Community

The internal community of School A's technical system is compared to the internal community of School B's technical system along four major dimensions: 1) task definition, 2) product, 3) nature of interaction, and 4) job characteristics. Each of these dimensions has been measured by the instruments used to test the seven hypotheses. The analysis focuses on comparing the differences reported and the implications of these differences.

Task Definition. The task definition dimension focuses on what teachers see as their primary task. The answers to questions one and two of the teacher interviews directly address this dimension (see p. 258). This data was analyzed with respect to three predominate child-rearing modes: 1) intrusive (traditional), 2) socialization, and 3) helping, as presented in Chapter II, (p. 68). The helping mode represents the most complex level of task definition. Under the helping mode, students are perceived as learning in different manners and at different rates. In the "helping" setting the teacher defines his or her

task as needing to perform many different teaching techniques in order to respond to the learning needs of different students. Table 23 shows that school A's staff were scored as working predominately from the helping mode whereas school B staff were scored as working predominately from the socialization mode.

TABLE 23

Teacher Task Complexity Scores (p. 262)

	School A	School B
Group 1 (Traditional)	0	1 (12.5%)
Group 2 (Socialization)	2 (22%)	6 (75.0%)
Group 3 (Helping)	7 (78%)	1 (12.5%)

An analysis of crossbreaks showed that school A scored significantly (.05) more helping. In essence the teachers at school A define their teaching task in a more complex and responsive manner. This score makes school A more organic than school B with regard to the task-definition dimension.

Product. The product dimension focuses on the expected change in the throughput. In this case the throughput is the student. The expected change that this study measures is: 1) academic achievement in math and reading, and 2) self concept. Twenty students from school A were matched with twenty students from school B. These students were matched according to three conditions: 1) each student must have attended only one school since the fall of 1975, 2) similar IQ scores (r_{xy} = .964), 3) same sex. Hypothesis 5 is reported as being rejected because no significant difference exists in academic growth rate in

reading and math between school A and school B. Hypothesis 6 is also reported as being rejected because there is no significant difference in student self concept scores between school A and school B. Although there is no clear evidence of either school A or school B being more organic on the product dimension other points of information need to be considered.

First of all, remember that school A serves a "disadvantaged" student population (see p. 241), whereas school B serves a more middle class student population. What is important to recognize is that since the start of the alternative school, school A students have performed academically as well as school B students. Historically school A students always scored worse than school B students academically. This would seem to indicate a definite change in school A's ability to respond to its students' needs. School A appears to have become more organic compared to its previous history. School B appears to have remained the same.

The second point of information that is important to consider is reported in additional results. The scores reported in Table 20 (p. 257) indicate that in School A there is a strong positive correlation between the student's academic scores and the student's self concept scores. Whereas in school B there appears to be little or no correlation between student achievement scores and their self concept scores. A closer look at Table 18 (p. 255) shows that 20% of the school A students tested reported below the fifth stanine on the Piers-Harris self-concept norms whereas only 5% of school B students scored

TABLE 20

Grade Level Difference and Self Concept Correlation (p. 257)

	School A	School B
Reading	r_{xy} = .51	r_{xy} = .05
	significant .05	not significant
Math	r_{xy} = .67	r_{xy} = .36
	significant .01	not significant

below the fifth stanine. This percentage is similar in magnitude to the percent of disadvantaged students attending each school. The academic data also indicates that a number of students in school B with high self concept scores are doing poorly academically.

The second set of results reported in "additional results" compares the parents PCI-parent score to the students self-concept score. The correlational scores reported in Table 21 indicate that in school A there is a positive correlation between student self concept scores and the parent PCI-parent scores. The higher the student self-concept scores the more humanistic the parent scores tend to be. School B does not exhibit a correlation of significant magnitude.

TABLE 21

P.C.I.-Parent and Student Self Concept Correlation (p. 257)

School A	r_{xy} = .63 (significant .01)
School B	r_{xy} = .33 (not significant)

In school A it appears that there is a direct relationship between parent attitude, student self-concept, and academic achievement. In school B no such relationship seems to exist. The author concludes

from the data that when working with disadvantaged students that in order to be successful the teacher needs to focus on academic achievement, student self-concept and parent attitude. In the more middle class school, it appears that student self-concept is not directly related to the student's academic achievement or their parent's control ideology. It is unclear why this difference exists. One reason could be the difference in economic background. Another possible explanation is that since the staff of school A has worked to be more responsive to the academic and self-concept needs of students, and to the influence needs of parents, the high correlations for school A may be measuring the impact of the staffs' work. The fact that the staff of school A perceives these variables as inter-related and an integral part of their job is supported by these correlations. On the other hand school B staff seems more focused on academic achievement. Correlations between academic achievement, self-concept and parent attitude in school B are very weak. It appears that there is a stronger fit in terms of student achievement, student self-concept and parent attitude in school A than in school B. This fit makes school A more organic than school B with regard to the product dimension.

Nature of Interaction. There are two major types of interaction that influence the educational process: 1) staff-staff and staff-principal, and 2) Staff-student. Hypothesis I measures the nature of the staff-staff, and staff-principal interaction as perceived by the staff and the principal. Hypothesis III measures the nature of the staff-student interaction as perceived by the staff.

Staff-Staff and Staff-Principal. The Halpin-Croft Organizational Climate Description Questionnaire was used as a measure of interaction for the staff-staff and staff-principal relationships. The questionnaire was given to all five elementary schools of the Claremont School District. Hypothesis I predicted that school A would score most open. The results reported (p. 233) show that Hypothesis I was rejected. All five schools were scored as having the characteristics of a school with a closed organizational climate. At the time, two of the schools were in the process of learning to work with a new principal, and two or three new staff members (School A and School D). Two other schools shared a principal (School B and School C). Only school E met the stability conditions of one full-time principal for two or more years. Because of the state of flux for school A and school D, and the lack of a full time leader for school B and school C, these climate scores do not seem stable or comparable. They are not comparable for the reason that in school A and school D they are not measuring established norms. In the other three schools the norms may have been established but the initial conditions were different. The author concludes that the closed nature of the climate of the schools may have more to do with environmental contingencies than with established interaction patterns. It is important to note though that such contingencies as new principal and new staff, and a shared principal, can help maintain a closed climate. At the time the instrument was given it appeared that the climates of school A and school B are closed. Both schools fall towards the mechanistic end of the continuum.

Staff-Student. The Willower Pupil Control Ideology (PCI) scale was used to measure how the staff of School A and school B view students on a custodial-humanistic continuum (Hypothesis III). The PCI continuum was shown to be similar to the traditional-socialization-helping child rearing continuum (see Figure 6, p. 75). Hypothesis III was accepted. The staff of school A scored significantly (.05 level) more humanistic (helping) than the staff of school B (p. 247). School A therefore also scored more organic on the dimension. These results are corroborated by the results from the teacher questionnaires as reported under task definition. In effect the staff of school A see the students they work with as having unique and different learning needs. In turn, their job is to respond to the students' different learning needs in a varied manner.

It is important to note that Appleberry and Hoy (1969) found that in public elementary schools that had had one full time principal for two or more years with an open organizational climate, that teachers express a more humanistic orientation towards students on the PCI. The PCI was given to school A and school B in March, three months after the Organizational Climate Description Questionnaire. School A's scores on the PCI were more humanistic (helping) than school B's scores. These scores incirectly indicate that school A's organizational climate had become more open. It appears that the staff interaction patterns were forming in a more open manner in school A.

Job Characteristics. The job characteristics of a school's technical system can be divided into two related categories: job fit,

and job satisfaction. Job fit is the fit that exists between the teacher's orientation towards work and the task complexity of the job. Job satisfaction is a measure of how the individual teachers feel about their job fit.

Job Fit. The teacher interviews and the data collected in testing Hypothesis III and Hypothesis IV are used to help determine the nature of the job fit for the staff of school A and school B. The two major factors that determine the task complexity of a teacher's job are: 1) the teacher's personal perception of the student, and 2) the teacher's personal definition of his or her primary task as a teacher. The results from Hypothesis III and the teacher interviews both scored teachers from school A as defining their primary teaching task and perceiving their students in a more complex manner than school B's staff. Figure 17 shows how the results of the teacher interviews and Hypothesis III can be combined into a task complexity continuum.

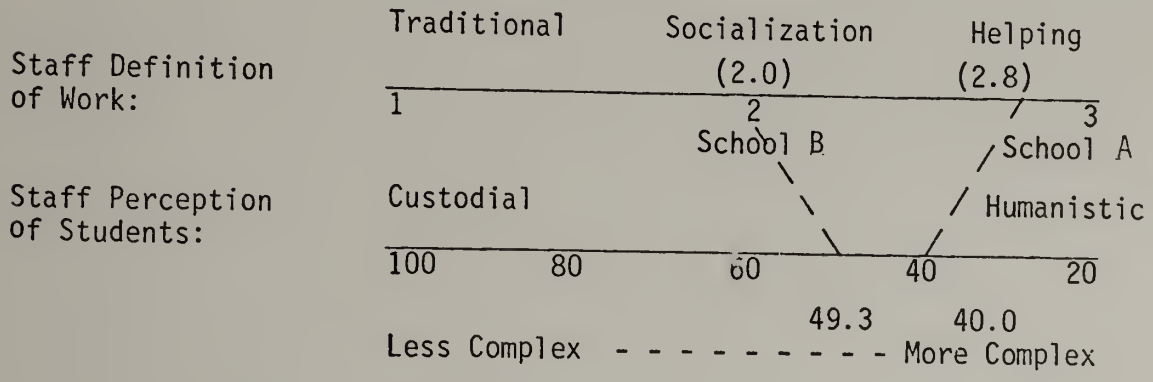


Figure 17 Task Complexity Continuum

No direct measure was taken of the teacher's orientation towards work, but the tabulated data (Tables 24-27, pp. 263-266), on the helping and blocking factors is used to postulate the teacher's job orientations. A teacher's work orientation is primarily based on the level of needs that particular person is seeking to achieve in a work setting. The three basic needs discussed in Chapter II, (p. 43) are: 1) existence needs, 2) relatedness needs, and 3) growth needs. By categorizing the helping factors from Table 24 according to the need each helping factor appears to be fulfilling, it is possible to indirectly measure the different groups of teachers' orientation towards work. Exchanges involving cooperation, help, support, and small school atmosphere are attributed mainly to satisfying relatedness needs. Exchanges such as freedom to act, special training, and problem solving procedures are attributed mainly to satisfying growth needs. Group 3: "Helping Teachers" in Table 25, p. 264, are scored as reporting that 63% of the top helping factors can be seen as satisfying relatedness needs and 37% as satisfying growth needs. Group 2 "Socialization Teachers" in Table 25, p. 264, are scored as reporting that 75% of the top helping factors can be seen as satisfying relatedness needs 12-1/2% as satisfying growth needs and 12-1/2% as satisfying existence needs. This analysis indicates that the teachers scored as working from the "helping" mode and the "socialization" mode both perceive their work as primarily satisfying relatedness needs, and secondarily satisfying growth needs. The major difference is that group 3: helping teachers reported a 25% higher growth need fulfillment than group 2: socialization teachers.

*Group 1: "Traditional Teachers" are not reported because the sample was so small.

In Chapter II (p. 55) and actor's orientation towards work was divided into two major groups, 1) instrumental and 2) expressive. In essence these two orientations describe the poles of a continuum. Instrumental oriented workers seek work as a means to an end. This group of workers see work as an indirect way of satisfying their existence needs. They do not perceive their work activity as a way in which to satisfy both their relatedness and growth needs. Expressive oriented workers see work as a valued end in itself. They prefer jobs which: 1) promote autonomy, 2) they personally experience work as intrinsically meaningful or worthwhile, and 3) provide feedback about accomplishments. This group of workers perceive their work as directly satisfying their relatedness and growth needs.

By using the tabulated data on the helping and blocking factors it is now possible to determine the teacher's orientation towards work. The more the teacher is involved in satisfying growth needs the more expressive the teachers' orientation towards work. The more the teacher is involved in satisfying existence needs the more instrumental the teachers' orientation towards work. In this instance the group 2 and group 3 teachers interviewed exhibited a high degree of relatedness needs (group 2: 75%: group 3: 63%). The second strongest need expressed by group 2: helping teachers, was growth needs: 37%. The second strongest need expressed by group 2: socialization teachers, was both groups needs: 12-1/2% and existence needs: 12-1/2%. The major difference exhibited is that the group 3: helping teachers, reported a 25% higher growth need fulfillment than the group 2: socialization teachers. Based on this difference it appears that the group 3 helping

teachers exhibit a more expressive job orientation than the group 2, socialization teachers.

Now the data from the teacher interviews needs to be regrouped according to schools in order to see if any differences are apparent. The same scoring procedure that was used with the group 3: helping teachers and the group 2: socialization teachers, is now used to determine school A and School B's general orientation towards work. School A teachers are scored as reporting that 67% of the top helping factors can be seen as satisfying relatedness needs and 33% as satisfying growth needs. School B teachers are scored as reporting that 75% of the top helping factors can be seen as satisfying relatedness needs, 12-1/2% as satisfying growth needs and 12-1/2% as satisfying existence needs. This data indicates that teachers in school A and school B perceive their work as primarily satisfying relatedness needs. The major difference is that school A teachers reported a 20% higher growth need fulfillment than the school B teachers. Based on this difference it appears that school A teachers exhibit a more expressive job orientation than school B teachers.

These scores for school A and school B can be plotted on a job orientation continuum. The points indicated on the continuum are the center of gravity points. They represent the balance point on the continuum. If weights proportional to the percent of existence, relatedness and growth needs were placed at each of the three perspective points, the center of gravity is that point around which the weights would balance for each respective school. For school B the center of gravity or balance point is right in the middle. For school A the

balance point is 33% from the middle towards the grown end of the continuum.

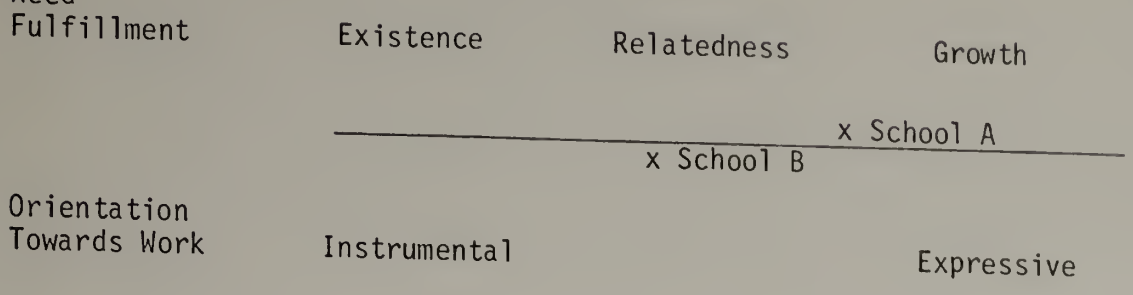


Figure 18: Job Orientation Continuum of School A and School B Teachers

It is now possible to use the task complexity continuum (Figure 17) to determine the job fit for each school. Each continuum can be divided into thirds with a low, middle, and high area. A stable fit is defined as existing when the score from each continuum falls in the same area, i.e., high-high, middle-middle or low-low. An unstable condition exists when the scores fall in opposite areas, i.e., high-low. Figure 19 plots the job orientation (figure 18) and the task complexity (Figure 17) on parallel continuums that are divided into thirds. Both school A and school B exhibit a stable job fit. The implication of this job fit is that there is likely to be a high level of job satisfaction in each school. This also means that there is little internal expressed need for change.

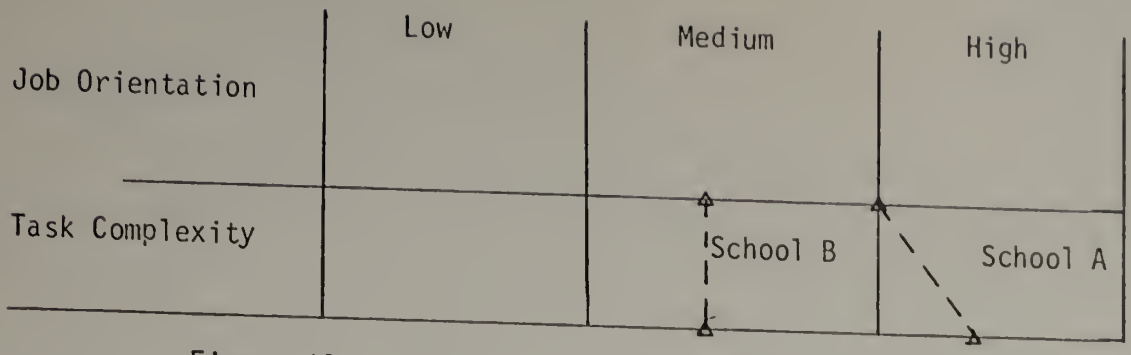


Figure 19: Job Fit: School A and School B

Job Satisfaction. Job satisfaction was described earlier (Chapter II, p. 65) as a function of job-fit and group dynamics. With regard to the impact group dynamics has on job satisfaction, Yuskiewiczs and Willower (1973) found that teacher job satisfaction was directly related to the congruence between teacher-held pupil control ideology and pupil control ideology of colleagues, as perceived by the teacher (r_{xy} = .425, significant .001). In the case of Hypotheses IV these results were not dupliated when used with the staff of school A and school B (r_{xy} = -.02). It is unclear in this instance what impact group dynamics has on job satisfaction. What is clear is that the job satisfaction scores are similar for each school and fall on the high third of the satisfaction scale. Since the job fit scores were stable for each school this appears to have a direct relationship on the level of job satisfaction. As discussed in Chapter II (p. 58) the more stable the job fit the higher the level of job satisfaction is confirmed.

The Difference. The difference between school A and school B that exists with regard to the mechanistic-organic continuum and the job characteristic dimension is now describable. Both school A and school B exhibited a stable fit with regard to the task complexity and the job orientation. The difference being that school A's job fit is more organic because of the staff's higher task complexity score and their more expressive job orientation. The teachers from both schools also reported a high level of job satisfaction. These results are congruent with the stable job fit that is evident in each school.

The External Community

The external community of school A's technical system is compared with the external community of school B's technical system in two major dimensions: 1) parent child rearing mode, 2) parent-teacher interaction. Each of these dimensions has been measured by the instruments used to test Hypothesis VII and Hypothesis II respectively. The analysis focuses on comparing the differences reported and the implications of these differences.

Parent Child-Rearing. The parent child-rearing dimension focuses on parent's attitude toward their own child as a student. The pupil control ideology scale is used to measure this dimension. These scores are then compared to the staff's attitude toward their students on the same scale. The pupil control ideology scores are plotted on a custodial-humanistic continuum. Figure 6 (p. 75) shows that the custodial-humanistic continuum is comparable to the intrustive (traditional) socialization-helping child-rearing continuum. The more

organic the school. The scores fall towards the helping end of the continuum. The fit that exists between parents and teachers on this dimension indicates whether a potential internal-external conflict exists. Table 28 summarizes the staff and parent scores on the PCI.

TABLE 28

Staff and Parent PCI Scores for School A and School B

	School A	School B
Staff-PCI	40.0	49.3
Parent-PCI	51.2	50.1

(The lower the score the more humanistic/helping the attitude.)

The parents' scores indicate that despite the economic differences between school A and school B parents there is a prevailing child-rearing attitude that is equally strong in both schools. School B's parent-staff scores exhibit a closer fit than school A's parent-staff scores. This indicates that the teachers in school B and the parents of the students tested share a similar attitude toward the control of students. In school A the attitude of the staff is more helping than the parents whose attitude appears more socializing. These results imply that the unfit condition in school A creates a mutual pressure for change. No such unfit appears at school B. The unfit at school A also creates a boundary problem (see Chapter II, p. 36) between the schools' external and internal community. The next measure discussed gives us an indication of whether this boundary problem is being handled in an open or closed manner.

Teacher-Parent Interaction. The teacher-parent interaction focuses on how open teachers are to the concerns and influence of parents as perceived by parents. The Parent-School Communities Questionnaire-Revised, was used to measure this dimension. These scores are reported on an open-closed continuum. The more open the scores the more organic the school is on this dimension.

The results from Hypothesis II show that on the teacher-parent interaction portion of the instrument the teachers in school A were scored by parents as being significantly more open than the teachers of school B (Table 10, p, 239). This makes school A more organic than school B on this dimension.

These results imply that the difference in child rearing fit that exists between the teachers and the parents of school A is being handled in an open manner. Despite this difference in child rearing fit, the parents rated the teachers as significantly (.05) more open in school A than school B. This is congruent with the way the teachers of school A have reported themselves as working predominately from the helping mode. How teachers treat parents is a reflection of how they treat their students. If students need to be controlled, so do parents; but if students need to be responded to then, so do parents. By working in this manner it appears possible for the teachers to have an impact on the child-rearing style of the parents with whom they work. It is also possible for the parents to have an impact on teacher's child-rearing style. Either way the difference creates a potential by which the school can act towards changing its immediate social environment.

Summary

The analysis of the behavioral data is now summarized by answering the three questions stated at the beginning of this section.

a) Does a difference of some measurable sort exist when comparing West Terrace to other Claremont elementary schools?

Answer: "Yes."

b) What are the differences?

The four dimensions used to describe the internal community of the schools' technical system and the two dimensions used to describe the external community of the schools' technical system best summarize the difference. The differences measured generally fall on an organic-mechanistic continuum. The more organic the dimension the more open and responsive it is to the needs of the actors involved. The more mechanistic the dimension the more closed and formalistic the operations tend to be in dealing with the needs of the actors involved. The following Table 29 summarizes each of these dimenions by school.

c) What differences do the staff, parents and students see as helpful in providing quality education?

The predominate difference that appears to make the largest stated impact on the quality of education is the teachers' attitude toward children and their job. The staff in school A perceive themselves and are perceived by parents as being open and responsive to the educational needs of their students. This mode of operation has created a situation where school A is now performing as well as school B. Given

TABLE 29

SUMMARY OF MEASURED DIFFERENCES

TECHNICAL SYSTEM	SCHOOL A	SCHOOL B
Internal Community		
1. Task Definition	Helping (more organic significant .05)	Socializing
2. Product A. Academic	Growth rate: Reading 1.1 Math .8 (no significant difference)	Reading .9 Math .8
B. Self-Concept	Average stanine Score: 6 (No significant difference)	7
3. Nature of Interaction A. Climate	Closed (moving more towards open than School B)	Closed
B. Staff-Student	Helping (more organic significant .05)	Socializing
4. Job Characteristics A. Job Fit	Stable	Stable
B. Job satisfaction	High	High
External Community		
5. Child-Rearing	Socializing	Socializing
6. Parent-Teacher Interaction	More open than School B (Significant .05)	

that school A serves a Title I student population and school B does not it appears that school A has improved its ability to provide quality education.

The analysis of the experimental data can be briefly summarized in the statements:

1. The alternative school project (school A) has established a school with a staff that is perceived as being more "helping" in the way they work with students. This is significantly different from school B's staff who are perceived as being more socializing.
2. There is a higher attitudinal congruency in school A. In other words the higher the self concept scores of students the higher the academic scores. This is congruent with the teachers' perception of needing to respond in a helping mode to the academic and self-concept needs of each individual student. This also fits the parents of school A who exhibited a correlation between "helping" attitude and child self-concept. This attitudinal congruency did not exist in school B.
3. Indications are that school A is now operating as well academically as school B even though it serves a Title I (disadvantaged) area. No trends in student self-concept are discernible.

In essence the data supports that definite differences presently exist as a result of the alternative school intervention, and that these differences have helped improve the quality of education.

V. CONCLUSION

The analysis of three different aspects of planned organizational change were discussed in the previous sections. In Section II the analysis of the various stages involved in the creation of an alternative school and the process of moving through each stage was discussed. In Section III, the analysis of a crisis situation as it relates to the Director, the staff and the creation process was discussed. In Section IV the difference brought about in school A as compared to school B as a result of the planned organizational change effort was discussed. These three aspects of this study are now brought together into four major concluding remarks about 1) the process-produce relationship, 2) the systemic aspects of planned organizational change, 3) the psychological aspects of planned organizational change, and 4) the contextual aspects of planned organizational change. As a final conclusion to this chapter the author summarizes twelve important points about the nature of planned organizational change.

The Process-Product Relationship

In Chapter II, Section VII, p. 79 the author discussed how, if the planned organizational change effort is to be successful, then the process or manner in which the change is brought about needs to reflect the goals of the change effort. This statement has been corroborated by this study. In the analysis of Case History I it is evident how the Director consciously tries to work with the administrators, teachers and parents in a helping manner. All through the creation phase of the alternative school project the Director is seen as trying to institute a "helping" mode of problem solving into a system which predominately

works out of a "socialization" mode of problem solving. In the analysis of the experimental data the most evident difference between school A and school B is that the staff of school A are perceived as working out of the helping mode whereas the staff of school B are perceived as working out of the socialization mode. The goal of the project, which was to make school A more responsive to the needs of students, staff and parents, has been achieved. This goal has been achieved primarily by the bringing together of a staff in school A that are perceived as working primarily in helping mode.

In human service organizations the ultimate goal of any organizational change effort is to improve the nature of the relationship between the teacher-student, doctor-patient, or therapist-client. In order to bring about such a change, the change agent (administrator, consultant) needs to recognize that the relationship s/he creates with the system s/he is trying to change needs to reflect the new teacher-student, doctor-patient or therapist-client relationship s/he is trying to effect. In other words, if the change agent wants to make the teacher-student relationship more responsive s/he starts by modeling responsiveness with whomever s/he works. Initially this new relationship building takes place on a one to one level. But as the change project develops the various activity systems (technical, managerial, and institutional) also need to redefine their relationships. In the analysis of Case History I, it is evident how the creation and operation of the governing board was a structural way of creating an ongoing process that helped in re-defining the relationships between the various activity systems. It was the effective operation of the governing board that in turn continued to maintain and support teachers

In this study it is evident how the Director's process of change directly effected the product. The Director predominately worked out of the "helping" mode in trying to create the alternative school. In turn, an alternative school has been created with a staff that are perceived as working out of a "helping" mode. It is important to remember that the staff that was measured and described as "helping" was not the initial staff the Director worked with. In effect, the project had created a process, removed from the direct influence on the initial Director, that supported and maintained a staff who worked from the helping mode.

The Systemic Aspects of Planned Organizational Change

In Chapter II, Section VII, the author states that "in order to bring about a planned organizational change in a school it is necessary to effect an appropriate change in each activity system. The more comprehensive the change the more each activity system needs to change (p. 78)." In the analysis of Case History I the author describes how the technical, managerial and institutional systems were reorganized. In the analysis of the experimental data the author shows how after two years of operation the alternative schools' technical system has become more "organic." It is clear from this study how the institutional and managerial system heavily influence the manner in which the technical system approaches its primary task. It is important to note that the changes instituted in the managerial and institutional system during the creation phase of the alternative school are directly responsible for the resultant changes in the technical system. The

creation of the governing board and the Director's continual effort to use the governing board as a problem solving body is the most obvious example of how the various activity systems re-defined their relationships.

The Psychological Aspects of Planned Organizational Change

In Chapter II, Section VII, the author states that "one major way of initiating planned organizational change in human service organizations is to increase the organization's task uncertainty by confronting it with a social problem its technical system is failing to respond to. The intent of this strategy is to force the technical-system to redefine its primary task in a way that satisfactorily responds to the social problem (p. 81)." Such a strategy has a direct impact on the actors that comprise the technical system.

In this study it is shown how the teacher's primary task was re-defined in a more complex manner. Instead of continuing to work out of the socialization mode, teachers were trained and hired to work out of the helping mode. In Case History II: "Working with Crisis" the author describes the psychological implications of this strategy. First of all, it is important to recognize that by increasing the task uncertainty we increase the potential of un-satisfactory resource exchanges, thus leading to possibe frustration of learned helplessness. If, on the other hand, the staff and leader are able to deal with the task uncertainty in a problem solving manner, resource exchanges are maintained and the organization changes in order to work with a higher order of task complexity.

The Contextual Aspects of Planned Organizational Change

In Chapter II, Section VI, the author shows how the historical context within which the school exists directly effects the organization and how it operates. Specifically the author defines three major modes of parenting that are evident in our society: 1) the intrusive (traditional) mode, 2) the socialization mode, and 3) the helping mode. These modes of parenting are also evident in the attitude, structure and operation of a given school. For the school is but an extension of its historical and environmental context. In the analysis of Case History I the author mentions a number of times the difficulty he confronted in trying to get the administrators of the school system to act in a helping mode (e.g. problem solving). It is evident from the analysis of Case History I that the context supported the socialization mode. In order to create and implement a new teacher-student relationship based on the helping mode it was also necessary to create a supportive context. The case studies show how the director created such a context by the way that he worked with the various activity systems and the parents. It is also important to note from the experimental data, that even though a conflict existed between teachers (school A), who perceived themselves as working predominately out of the helping mode, and parents who perceived themselves as working out of the socialization mode, it did not become destructive. In fact the parents of school A rated their childrens' teachers most open on the Parent-School Communities Questionnaire-revised. Here the author concludes that in this case the school potentially may have an impact on changing its

surrounding community. The teachers in their attempts to be more helping towards students and their parents, may in turn teach parents to be more helping towards their own children. The author believes that this is an exceptional case and does not represent the conditions present in most public schools.

Twelve Points Summarizing the Nature of Planned Organizational Change

The following is a list of twelve important points summarizing the nature of planned organizational change as it directly relates to human service organizations. These conclusions are supported by the preceeding study.

1. It is important to recognize that within the Human Service Organization there is an absence of a clear rational technology. In effect a number of acceptable technologies exist. But what constitutes an acceptable technology is based on a collective attitude about how people best learn, grow, change and heal. The consequence of this is extremely important with regard to planned organizational change. The position taken by the author is that we do not truly change the organization until we change the collective attitude of the members of the organization and make its operation congruent with its new attitude. Often we change the technology and we believe we've changed the basic actor-participant relationship when in fact all we've done is change the technology and the collective attitude has remained the same.

2. Three predominate attitudinal modalities presently exist within our human service organizations: a) traditional modality (controlling), b) socialization modality (guiding), c) helping

modality (responding). Each modality defines the primary task of the actor-participant relationship differently. Each modality also defines a different technology as being most acceptable and congruent with its primary task. This study is an advocate of the helping modality. These summary points should be considered with this in mind.

3. How each activity system resolves the task uncertainty it faces directly supports the attitudinal modality characteristic of the organization. An organization is comprised of three major activity systems: a) institutional, b) managerial, c) technical. Each activity system is faced with a different primary task and a different type of task uncertainty. Because of the absence of a clear technology, the manner in which the institutional and managerial systems resolve their task uncertainty greatly effects the level of task uncertainty at which the technical system is expected to operate.

4. Planned organizational change is a social process by which members of each activity system collectively re-define a) the way they perceive and b) the way they work on the throughput they are trying to change. As a social process any attempt at planned organizational change needs to involve a series of steps by which the members of the organization move from awareness of the social problem to action aimed at addressing it. Blumer's five sequential steps clearly outline this process: a) emergence of a social problem, b) the legitimation of the problem, c) the mobilization of action with regards to the problem, d) the formation of an official plan of action, e) implementation of the official plan (1971, p. 301). The level of

actor and participant involvement during the emerging and implementing stage (at minimum) will determine which modality the process reflects. The more the involvement of all actors and participants during both these stages the more helping the modality.

5. How the organizational change is brought about needs to be congruent with the attitudinal modality it is seeking to create. It is important for the change agent to realize that s/he is in an actor-participant relationship with the organization, just like the organization is in with its client. The first level of change that takes place will happen between the change agent and the organizational actors with whom s/he works. For example, if the goal is to change the organizational modality from guiding (socialization mode) to responding (helping mode) it is important that the change agent first create a helping relationship with the client. Failure to do this creates a paradoxical situation in which the content message is contrary to the contextual message. For example, when the director demands that the group act democratically, the content--democratic action, is contrary to the context--a dictatorial demand. In effect such a double bind situation creates a context in which no task certainty exists because of the contradictory nature of the message. The extent to which the change agent can communicate the goals of the planned organizational change effort and act congruently at the content and command level, the more likely the potential for success. If the change agent creates too many double bind situations the project will fail due to extreme frustration and feelings of helplessness on the part of the actors.

6. The preferred primary target of planned organizational change is the defined task uncertainty level at which the organization operates and not the character structure of its actors or participants. Notice that planned organizational change as discussed in the preceeding points imply that it is necessary for characterlogical change in the organizational actors to take place. This strategy recognizes 1) that unless the context support a new type of actor-participant relationship lasting change is not likely, and 2) that character-logical change of its actors by the organization, for the good of the organization, is not congruent with the helping modality. Although character change may be in order, the first goal of the change strategy is to create a context supportive of change by having the various activity systems redefine the task uncertainty level at which the organization is expected to operate.

7. The preferred strategy of planned organizational change is to create a new organization with volunteer actors and participants who 1) feel the need for change, 2) are willing to change, and 3) are influential enough to bring about change. This strategy recognizes that there are already likely to be actors within the organization who readily support, both attitudinally and behaviorally, the helping modality we are seeking to create. It also recognizes that there are other actors who are willing to move in this direction if given the support. By bringing these groups together the strategy is but responding to the needs of the actors and participants. The consequence of this strategy may lead to character change in some of the actors but the process is more congruent with the helping modality.

8. The higher the defined level of task uncertainty at which the actors are expected to operate the more competent they need to be in dealing with their feelings of frustration and helplessness. The emotional competency of the organization's actors proves to be a critical limiting factor in an human service organization. The ability of the actor to deal with his/her feelings of frustration and/or helplessness will greatly effect whether they approach their work in a problem solving manner or in a routine technique manner. What is important to note is that the more responsibility the actor has (i.e. principal) the more impact his/her emotional competency will have on the level of task uncertainty at which the organization operates.

9. Any serious discussion of planned organizational change needs to consider the systemic, psychological, and contextual aspects of the organization and its primary task. The systemic nature of organizations accounts for how its different functional activities are interrelated. The psychological nature of organizations accounts for how individuals act within organizations. The contextual quality places the organization in time and space with a unique set of environmental and historical forces shaping and influencing it.

10. Human service organizations are basically conservative in nature and are unlikely to be harbingers of radical social change. Human service organizations are but an extension of the social context in which they exist. As such their attitudinal modality is more likely to represent the community's norm rather than a revolutionary

extreme. Individual actors characteristically typify and support this norm by how they work with their personal feelings of frustration and helplessness.

11. Planned organizational change by its very nature is conservative. Planned organizational change means to change what already exists. In keeping with the helping modality, this means being responsive to the needs of both the actors and participants. In turn, planned organizational change can be described as a process of taking the next step with the organization's present actors and participants. One might consider firing the total staff and hiring new people who have a more helping attitude as a revolutionary act. But such an act would be paradoxical and contrary to the helping modality we are seeking to create.

12. Radical social change is more likely to result from individual action than from organizational action. By its very nature the organization is a conservative system. Where the individual travels lightly and changes direction easily, the organization has a greater inertial mass and changes direction more slowly. Organizational rationality and success is based on a stable task environment and a throughput whose properties are readily defineable. It appears that as our environment becomes more turbulent, more unpredictable, the limitations of organizations as they presently exist are being reached. With regard to human service organizations this turbulence is a result of a more complex and unpredictable image of how we as humans learn, grow, change, and heal. The organization is but a tool, created by men and women to respond to their needs. As a tool,

it has its strengths and limitations. But we seem to want to make the organization the panacea for all our social problems. The time has come for us to accept the limitations of our organizations, for they are our limitations also. It is also time to realize that the important problems of life: obtaining food and shelter, being loved and loving, birthing and educating our children, taking care of our parents, and growing old and dying, when made inconvenient activities, and passed on to some human service organization, dimish us. For these important problems are what give our life depth and flavor. If they are not important enough for us to deal with directly and honestly, what is?

CHAPTER V

A MODEL OF PLANNED ORGANIZATIONAL CHANGE

I. Introduction

This model of planned organizational change is the result of an extensive four year study of the creation and maintenance of a public alternative school. In essence this model is built around the old adage: "If you want to know how an organization works, try and change it!" First the author develops a model of how the school functions. The systemic, psychological, and contextual aspects of the school are described. It is shown how these three aspects all play an influential role in defining the primary task of the school and the structure the school creates in order to achieve its task. In order to change the school and its task, three topics need to be addressed: strategy, direction, and process. Each of these topics is discussed in detail.

II. The School as an Organization

The Organization as an Open System

The organization is a system that has been created by men and women in order to perform a primary task. Task performance is dependent on the organization's actors ability to effect a desired change in the organization's throughput. As an open system the organization also needs to successfully complete various resource exchanges with its environment. Many different activities have to be performed by the organization's actors in order to complete the

organization's primary task. Three different activity systems comprise a functioning organization: 1) technical system, 2) managerial system, 3) institutional system (Parsons, 1960). Each activity system faces a different type of task uncertainty. A major way of differentiating and analyzing organizations is to focus on how the various activity systems of the organization deal with their task uncertainty (Katz and Kahn, 1966; Thompson, 1967; Miller and Rice, 1967; Perrow, 1967). This discussion is particularly interested in applying this analysis to the public school as an organization.

Technical System

Three major levels of task uncertainty exist within the technical system with regard to: 1) the primary task, 2) the actors and, 3) the throughput. The manner in which these three aspects of the technical system interact define the level of complexity of the technical system. The more complex the technical system the higher the level of task uncertainty with which it can work.

The Primary Task: What is the scope of the primary task?, is the first level of task uncertainty. In a school the primary task is education. The scope of the primary task is defined by the range of educational needs on which the organization focuses its actors and resources. This range of needs is determined by the institutional system, directed by the managerial system and implemented by the technical system. In this way the primary task is defined to fit the capabilities of the system. The more resources and actors available to the system the more likely the system will define the primary task in a complex manner.

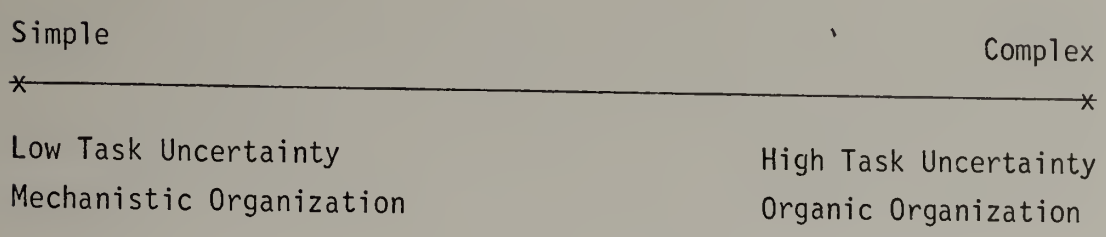
The Actors: What is the range of the actor activities available to the organization?, is the second level of task uncertainty. In a school the primary actors with regard to the technical system are the teachers. The range of activities the teacher makes available to the school is determined by the teacher's needs and capabilities. Each teaching technique that a teacher uses with a student is a synthesis of that teacher's needs and capabilities. The more varied and complex the teaching techniques the more varied educational needs of students the teacher can address, and the more complex the technical system.

The Throughput: What is the intrinsic nature of the throughput? is the third level of task uncertainty. The student is the throughput of the technical system. The individual needs of the student determine his or her intrinsic nature. The primary task of the school is to address the student's educational needs. The uncertainty the student faces in the school setting is whether or not the teacher can match a teaching technique with the student's individual learning needs? The more varied the student's learning needs, the more varied the teaching techniques need to be in order to respond to these needs, and the more complex the technical system.

Simple-complex continuum. The high degree of variability that exists between different schools and classrooms is best understood by imagining a simple-complex task uncertainty continuum. Where a classroom falls on this continuum is based on the degree of task uncertainty the teacher is expected to respond to in order to complete his or her primary task. This high degree of variability has made it

difficult to classify schools under one specific organizational type. Burns and Stalker (1961) classified organizations which act from the simple end of the task uncertainty continuum as 'mechanistic'; and organizations which act from the complex end of the continuum as 'organic'. To fully appreciate the characteristics of a 'mechanistic'

Figure 3. Simple-Complex Task Uncertainty Continuum



or 'organic' organizational type it is also necessary to be aware of the task uncertainty that the managerial system and the institutional system face and how this uncertainty effects the technical system.

Managerial System

The managerial system of a school system is best represented by the actions of its administrators and principals. Principals and administrators face a high degree of task uncertainty with regard to variability in decision making styles. The primary task of the principal is to determine how the problems of the immediate school are to be solved. A problem exists when there is an absence of rationality with regards to a given task. Principals face problems in two major areas: 1) monitoring and 2) boundary control. The two major monitoring problems the principal faces are 1) the control and coordination of actors and 2) the control and coordination of resources.

The major boundary control problem the principal faces is trying to manage the differences in child-rearing modes that exist between the schools internal and external communities. How both the major monitoring and boundary control problems are managed will directly influence the technical system.

Decision Making. Principals and administrators make numerous decisions daily that effect the school and its ability to complete its teaching task. The more effective the principal is at making decisions the more effective the school will be in performing its teaching task. There are three classes of outcomes that bear on the effectiveness of decisions:

1) The quality or rationality of the decision.

2) The acceptance or commitment on the part of subordinates to execute the decision.

3) The amount of time required to make the decision (Vroom, 1973, p. 1). Using the importance of these outcomes Vroom (1973) developed a decision making model. This is a diagnostic model that matches one of five alternative decision making styles with a set of seven decision rules. These "seven rules serve to protect the quality and acceptance of the decision by eliminating alternatives that risk one or the other of the decision outcomes" (Vroom, p. 4). By using this model it is possible to decide on the most effective decision making style for a given situation.

When a principal or administrator continues to use only one of these decision making styles regardless of the situation then that

principals' decision making style is defined as simple. When a principal or administrator uses a diagnostic approach to decision making like the model developed by Vroom (1973) then the principals' decision making style is defined as complex. The more diagnostically complex the principals' decision making style the more effectively the principal will manage the boundary control and monitoring problems.

Importance of Monitoring Problems. The first monitoring problem the principal faces is the control and coordination of actors. The principal's primary task is to effect an integration between the actor's individual needs and the organization's goals. Under ideal conditions the principal is faced with matching the needs of the students with the capabilities and needs of the available staff. When this match is congruent a stable condition exists. When conditions are not ideal, and the match is not possible, an unstable condition exists. In this case the principal is faced with managing a high degree of task uncertainty. In order to effectively deal with this uncertainty the principal needs to be able to work with the actors in a problem solving manner.

The second monitoring problem the principal faces is the control and coordination of resources. Since resources are often limited this process requires that the principal decide how to selectively distribute and coordinate the resources available.

Importance of Boundary Control Problems. The major boundary control problem the principal faces is trying to manage the differences in child-rearing styles that exist between the schools internal and

external communities. The internal community is best represented by the teachers. The external community is best represented by the parents. The task of the principal is to manage productively the differences in child-rearing styles that exist between teachers and parents. The principal is faced with a range of possible ways of managing these differences. How the differences in child-rearing styles between teachers and parents is managed will have a direct influence on how teachers are expected to perform their primary task-teaching.

Institutional System

The institutional system of a school system is best represented by the actions of its board of education. The board of education of a school system faces a high degree of task uncertainty in two general areas: 1) forming school policy and 2) fiscal budgeting. The primary task of the school board is to procure from the community the resources needed by the school system in order to perform its educational task. In this instance the school board is seeking two major resources: 1) information and 2) money. Information is needed in order to formulate school policy. Money is needed in order to meet the schools fiscal budget. How the school board fulfills its primary task will influence the school system's technical system.

Policy. Primary legal responsibility and authority for public education is vested in the states with specified powers delegated to local boards of education. The local boards of education determine matters of policy which are carried out by the school's managerial and technical systems. School policy acts as an intervening element

between the school system's internal and external communities. School policy 1) identifies those students in the community with which the schools will work; and 2) prescribes a general course of action to be followed by the teachers and administrators who work with the identified students.

School boards face a continuum of possibilities in identifying those students the schools will serve. At one end of the continuum is the selective school board that identifies only a select number of students as the responsibility of the school system, i.e., college bound. At the other end of the continuum is the universal school board that identifies all school age children as the educational responsibility of the school system, i.e., college bound to handicapped. The more universal the school board is in identifying students the more diverse the student body will be in its educational needs. The more diverse the student body is in its educational needs the more complex the technical system will have to be in order to meet these needs.

Budgeting. One of the primary tasks of the school board is to prepare a yearly fiscal budget for the school system. In preparing the budget the school board has to balance the school system's resource needs with the community's ability and willingness to meet these needs. The fiscal constraints placed on the school system by its immediate community clearly influence the diversity of student needs to which the system can adequately respond. More money does not guarantee that the technical system will define its task in a complex manner, but the absence of money will limit the technical system's ability to perform at a complex (individualized) level.

Summary

In looking at organizations the position has been taken that the task uncertainty facing each activity system provides a basis for analysing the organization and how it operates. In organizations where the intrinsic nature of the throughput makes the technical activities defineable the task will dictate the organization's structure. The organization's activity systems (technological, managerial, and institutional) will structure themselves in a manner that facilitates the operation of the organization's technical activities. This is an interactive process where each activity system influences the other. In the end the technical system is the most influential in defining the overall structure of the organization.

In schools a different situation exists. In schools and other human service organizations the variability in student's learning needs makes the technical activity of teaching difficult to clearly defines. There is no one clear teaching technology but a multitude of possible techniques exist. In this situation the level of complexity at which teachers are expected to perform will be collectively defined by the interaction of the schools internal and external communities. The socio-economic level of the external community and the general child-rearing mode of the external community will directly influence the school's institutional and managerial systems. These activity systems will in turn directly influence the technical system. Yet, even within this chain of events a range of possibilities exist. This range is based on the difference in needs

and capabilities inherent in the administrators, principals, and teachers that run the schools.

In order to fully understand the school as an organization it is also necessary to understand the people that participate directly and indirectly in the school and its activities. The next section outlines a theory of human behavior. This theory is then used to better understand how people act in an organizational setting.

The Psychological Aspects of the Organization

The Actors and Participants

In the previous section the organization was described as three activity systems (technical, managerial, institutional) working towards completing a primary task. The key variable that most directly effects the structure of the organization is the manner in which each activity system deals with its task uncertainty. In order to understand a school as an organization it is also necessary to understand how the actors (teachers, principals, administrators) and participants (students) deal with their personal needs and the psychological factors related to the uncertainty of their task.

Basic Human Needs. Individuals and groups are continually involved in activities aimed at 1) satisfying innate needs (Alderfer, 1972; Maslow, 1954) and/or 2) defending against frustration (Maier, 1949) and helplessness (Seligman, 1975). Individuals work to satisfy their existence, relatedness and growth needs within their psychological environment. The resolution of an action sequence (activities) takes place in a contact episode. A contact episode is the style in which an individual seeks to complete a resource exchange aimed at

satisfying a basic need. There are three major resolutions to a contact episode: 1) satisfaction, 2) frustration, and 3) helplessness. The process of satisfying these needs seems to follow a progression: first come existence needs, then relatedness needs and finally growth needs. Satisfying one group of needs does not necessarily diminish the individuals desire for that need. Individuals appear to work on satisfying relatedness needs and growth needs simultaneously. Individuals at times are frustrated in their attempts to satisfy their needs. This may result in either creative problem solving behavior or in expressions of anger and/or avoidance. Individuals that are continually frustrated in their ability to progress from satisfying existence needs to relatedness needs may stay at the existence need level. Prolonged frustration at trying to satisfy a need is likely to lead to learned helplessness. Learned helplessness is a state where individuals give up wanting to satisfy their needs. They also fail to see that at times their unsatisfied needs are easily within their reach. Depression and anxiety accompany the state of learned helplessness. In general individuals move towards resource exchanges that promote satisfaction and they move away from resource exchanges that promote helplessness.

Human Need Fulfillment Within the Organization

An organization's existence is based on its ability to act; to perform its primary task. Humans are the main actors that perform the organization's primary task. Only some of the activities created by individuals and/or groups in an organizational setting are congruent with the activity systems of the organization. The manager's task

is to see that the congruency between the actors' needs and the organization's goals* is maximized. From the previous discussion on human behavior it is reasonable to assume that individuals work in organizations in order to satisfy directly or indirectly their various innate needs; existence, relatedness, growth. The organization's effectiveness is based on the managerial system's ability to match the organization's task needs with its actors' abilities and personal needs.

Job fit (Strauss, 1974) is the ability of the managerial system to match the organization's task needs with its actors' orientation towards work. An organization's task needs refer to the degree of task uncertainty the worker faces and the degree of personal discretion he or she is expected to exhibit in order to complete their task. An actor's orientation towards work refers to the type of needs the actor seeks to satisfy in the work setting. The better the fit the more likely the actors' work needs will be satisfied. In effect job satisfaction is a potential product of job fit. In this instance job satisfaction is defined as "any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say 'I am satisfied with my job'" (Hoppock, 1935, p. 47). Job satisfaction is recognized as an important output product that organizations need to address (Lawler, 1973; Work in America, 1973).

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*In this instance the organization's goals are assumed as being congruent with the needs of the participants. How the needs of the participants are defined is a critical question that is discussed in the 'Context' section.

It is important to recognize that in schools work is done in a group setting. 'Group dynamics' will influence the way the group deals with their task uncertainty. When members of a group confront uncertainty related to a specific task they also confront their own frustration and helplessness with regard to satisfying their various innate needs. How the group manages their frustration and helplessness as a group will define the level of task complexity at which they can effectively work (Bion, 1959; Menzies, 1960; Jacques, 1955; Seligman, 1975; Pridham, 1975). Over time the group dynamics will establish a working norm that defines the level of task uncertainty at which the staff expect each other to work.

Summary

In an organization like the school the actors play an influential role in defining the level of task complexity at which the school will operate. Again, the key variable is the manner in which the actors, both as individuals and as a work group, deal with their task uncertainty. In order to analyze the psychological element of a school (Human Service Organization) it is important to compare the actors' level of job satisfaction to the level of task complexity at which they work. This comparison is important for two reasons. The first reason is that the level of task complexity at which the actors work implicitly defines the relationship between the actor and participant and the type of service that is being provided. The second reason this comparison is important is that it indicates incongruencies which could potentially lead to growth and change or helplessness and frustration.

The Context

Previously the systemic and psychological aspects of the school are discussed. But, in order to give these relationships meaning it is important to also describe the context in which these relationships exist (Bateson, 1979).

In modern society public schools have taken the task of educating the young. Historically this task was performed by the family (Pound and Bryner, 1973). It is important to understand that the public school is an extension of the family. How schools deal with their students reflects the overall society's view of parenting. Since the beginning of public education 150 years ago child-rearing patterns within our society have changed. Remember, the nature of the throughput (student), or how the throughput is perceived, governs the structure of the organization and how it works on its primary task. Schools are being pressured to change their structure in order to respond to the changes in child-rearing patterns present in society today. The organizational structure of public schools is historically grounded in the child-rearing mode most prevalent during the early 1800's when public education started. The dilemma facing schools today is how to rebuild themselves in order to fit modern society's view and knowledge of child-rearing.

DeMause (1974) in a psychological history of childhood classified six major forms of child-rearing as evidenced from history. Three of these modes seem most relevant to the history of public education:

1) The intrusive mode of child-rearing appeared in the 18th century. The child in this case was seen as a potentially sinful uncontrollable, and uncivilized being. The parents' primary task was

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1) The intrusive mode of child-rearing appeared in the 18th century. The child in this case was seen as a potentially sinful uncontrollable, and uncivilized being. The parents' primary task was

to control the child.

> . . . the parents approached even closer and attempted to conquer its mind, in order to control its insides, its anger, its needs, its masturbation, its very will (DeMause, 1974, p. 52).

2) The socialization mode of child-rearing came next and spans the nineteenth to the mid-twentieth centuries. The mode of child-rearing is based primarily on the developments of Freud and the Behaviorists Watson, Skinner, etc. The child in this case is seen as both psychologically vulnerable and behaviorally maleable to their parents and society (Skolnick, 1978). This mode of parenting focuses on "training it (the child), guiding it into proper paths, teaching it to conform, and socializing it (DeMause, 1974, p. 52). In essence parents are responsible for the success or failure of their children according to this mode of parenting. The parent's primary task is to guide the child.

3) The helping mode of child-rearing begins in the mid-twentieth century. This mode of child-rearing is based on the proposition that:

> the child knows better than the parent what it needs at each stage of its life, and fully involves both parents in the child's life as they work with empathize with and fulfill its expanding and particular needs (DeMause, 1974, p. 52).

Here children are seen as fully functioning human beings with a mind and needs of their own. The parents role is to help the child in meeting or learning to meet his or her individualistic needs. This mode of child-rearing views parents as being influential in their child's development but not controlling it. A. S. Neill in his book, The Free Child (1952), and in his work at Summerhill best typifies this mode of parenting. The parent's primary task is to respond to the child's needs.

Summary. These three modes of parenting are still present today in various communities. Each mode defines and represents a different parental task (and relationship); controlling (intrusive or traditional mode), guiding (socialization mode), responding (helping mode). School's, in the manner in which they are run and organized, tend to reflect the parenting modality of the community they serve. In effect, the social environment and historical context of a given school defines how the needs of the students (participants) are defined and addressed by the organization.

The Systemic Psychological and Contextual Aspects of the School As An Organization

The school as an organization represents an extremely complex entity due to its inherent task uncertainty. Since no clear technology of teaching exists, three major aspects of the school as an organization interact to define the level of task uncertainty at which the school and its actors are expected to operate: the systemic, the psychological, and contextual. Figure 7 is a diagram of how the systemic, psychological, and contextual forces interact.

The school is shown as an open system comprised of an internal and external community, both of which exist in a larger environmental and historical context. The internal community of the school is defined by its three activity systems (institutional, managerial, technical). Each activity system faces a different primary task with different types of task uncertainty. Under each activity system in figure 7 is listed the dimensions of task uncertainty each activity system is most

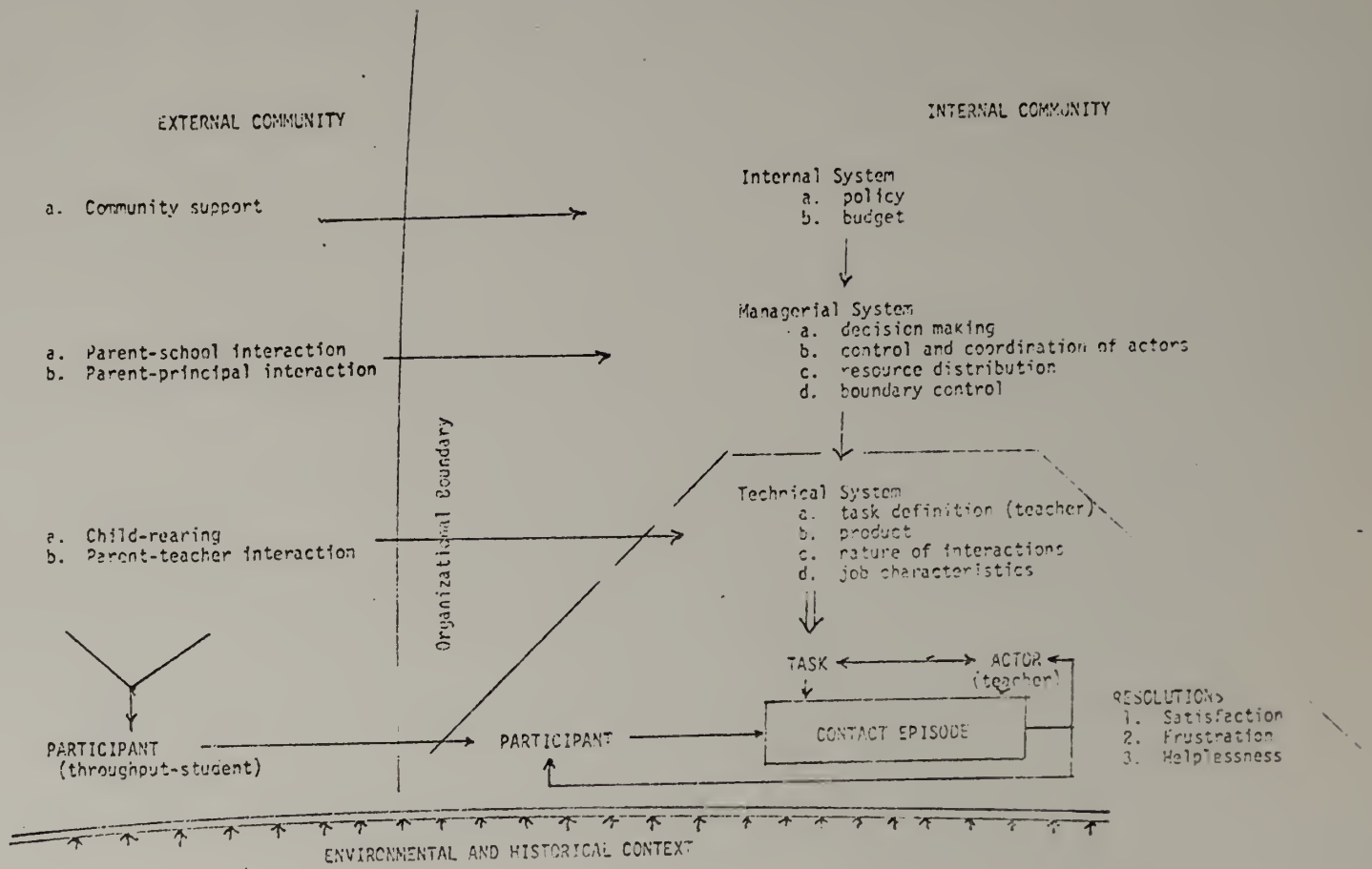

Figure 7. The Functional Relationships of the Various Levels of Task Uncertainty and How They Influence the Teacher-Student Relationship Vis-a-vis the Contact Episode.

directly responsible for addressing. The more an activity system deals with its task uncertainty in a diagnostic manner, the more complex and organic the organization. The more an activity system deals with its task uncertainty in a repetitive manner, based on a limited number of predetermined solutions, the more simple and mechanistic the organization.

In this instance the external community is defined by the parents of the students who participate in the school and the voters who elect the school board members. Figure 7 shows that the voters most directly influence the institutional system and the parents most directly influence the managerial and technical system.

The diagram shows the student as a participant in both the internal and external community. As members of the internal community the student and teacher come together in order to complete a specific task. Figure 7 shows this as the contact episode. It is during the contact episode that the psychological characteristics and needs of the actor and the participant are most predominate. The 'task', as defined by the various activity systems, determines the range of needs to be addressed and the manner by how the actor is expected to address them. The task-throughput-actor relationship exists in all three activity systems. The throughput may change but the uncertainty of whether the defined task is congruent with the needs and capabilities of the actor, and the intrinsic qualities (needs) of the throughput, is ever present. It is important to remember that the actors (and participants) who work in the various activity systems are seeking

to satisfy their innate needs and defend against helplessness and frustration. The key element here is how individual actors respond to the task uncertainty inherent in their work. Actors may or may not define their job in a more complex manner that demands problem solving skills vs. routine solutions. This is a complex process that involves the actors innate needs and the perceived level of support or frustration from the environment. What is clear is that the higher the defined level of task uncertainty, the more potential for feelings of frustration and helplessness. The ability of the actor to adequately deal with these feelings will directly effect the level of task uncertainty at which he or she is capable of comfortably working.

It is difficult to show on Figure 7 exactly how the environmental and historical context directly impacts the internal and external community. The context plays an important role in defining how the throughput (student) of the organization is to be perceived and worked on. In essence the context defines the "expected" student teacher relationship. Three characteristic relationships are: 1) controlling (intrusive or traditional mode), 2) guiding (socialization mode), 3) responding (helping mode). Each relationship is an extension of a predominate mode of parenting. The family relationships within the community the school serves reflects some distribution of these three modes. The context implicitly and explicitly pressures the school to work in the mode that reflects the community's predominate family elationship. But, between these three modes there is an obvious difference in task uncertainty. The intrusive mode being the most

simple and the helping mode being the most complex. This difference reflects what was called earlier as the "mechanistic-organic" task uncertainty continuum. A school's position on the mechanistic-organic task uncertainty continuum is rooted in the predominate parenting modality of the community the school services.

The systemic, psychological, and contextual aspects of the organization all interact to define the level of uncertainty at which the school operates. Any attempt at planned organizational change needs to address these three aspects.

III. Planned Organizational Change and the School

The ultimate goal of planned organizational change, as implied throughout the previous section, is to insure a maximum of task-participant-actor congruency. This exists when the organizational structure in its goals and operation (task) is supportive of an actor-participant relationship that is responsive to the needs of both the participant and the actor. In order to bring about such a goal three major elements of planned organizational change need to be considered: 1) strategy, 2) direction, 3) process.

Strategy

First of all its is necessary to be clear that the preferred change-agent-organization (actor-participant) relationship is best typified as the helping mode. Keeping this in mind, the question arises, what is the best strategy for changing the task-participant-actor relationship. In keeping with the helping mode, the needs of the actor and participant are both seen as primary. The organization's

task is to support the continual identification and addressing of both sets of needs. This is different from the socialization mode which would perceive the 'actors' as being the most able to define the needs of the participants. In this case the organization's task would be to support the actors and how they believe the participants needs can best be satisfied. Since the helping mode defines the needs of the actor and the participant as both being legitimate, and unalterable, the preferred target of change is the 'task'.

Three elements: task, actor and participant, play the most influential roles in determining the success of the contact episode (and the organization). In considering a strategy for organizational change these are the target elements. Each of these elements can be influenced or changed in different ways. It is most difficult to change the innate needs of the students, but the organization can select to work only with those students whose needs fit the organization's abilities. Because of the move to make communities responsible for educating all their students this type of selectivity is no longer legal in public schools. Like the students, it is most difficult to change the innate needs of the staff. It is possible to change the staff of a specific school through transfering, attrition, dismissal and hiring procedures. It is also possible to change how the organization operates which in turn may support or hinder the staff's ability to satisfy their needs. But in general, a strategy aimed at changing the character of the individual actors (how one goes about satisfying one's needs) does not seem realistic. What appears most readily changeable is the 'task'. But even this is a complex process that

involves the changing of numerous relationships between the internal and external community, and between the various activity systems within the internal community. The process of changing the task, if done well, will help the organization to more fully utilize its staff, or it may make the organization aware of the limitations of its staff. What is important to recognize about this change strategy is that although actors may need to personally change how they go about satisfying their needs in order to support a new level of task uncertainty, the major target of change is not the actor or the participant but the organization and how it manifests itself in terms of its 'task'.

Direction

The preferred strategy previously discussed is first aimed at changing the 'task' of the organization. In order to use such a strategy, 'task' needs to be clearly defineable as a present entity and as a future entity toward which the organization is moving.

In Section II the various levels of task uncertainty for each activity system are briefly discussed. Figure 3 briefly shows how these ten different dimensions of task uncertainty combine to define the organization's 'task'. Using the mechanistic-organic continuum also discussed in Section II it is possible to characterize a mechanistic and organic school by the manner in which each activity system deals with their respective levels of task uncertainty. Figures 3 and 4 summarize the task uncertainty levels, for each dimension, which characterize the organic school and the mechanistic school. In keeping with the helping mode, the preferred direction of

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TABLE 3

TASK UNCERTAINTY LEVELS

	Internal Community	External Community
Technical System	1. Task Definition: Simple--variability in student learning style is minimized -low need for group problem solving skills 2. Product: Student achievement of basic skills 3. Nature of Interaction: Staff-student-control ideology of staff is custodial -Staff-staff and staff-principal report the organizational climate as closed. 4. Job Characteristics: Job fit - instrumental orientation with regard to a simple task: stable fit -Job satisfaction--generally high	1. Child-Rearing: Intrusive and socialization modes--child must measure up to the school's requirements. Control ideology of parents is custodial. 2. Parent-Teacher Interaction: Parents perceive staff as being closed to the concerns and influence of the parents.
Managerial System	1. Decision-making: Simple--principal and administrators maintain one style of decision. It tends to be autocratic in nature. 2. Control and Coordination of Actors: Principal follows established procedures that may or may not fit the organization's and staff's immediate needs. 3. Resource Distribution: Principal maintains direct control of as many resources as possible. 4. Boundary Control: Closed--management of boundary is controlled by the principal, all communications going in or coming out are monitored by the principal.	1. Parent-Principal Interaction: Parents perceive principal as being closed to the concerns and influence of the parents. 2. Parent-School Interaction: Parents perceive the school as being closed to the concerns and influence of the parents.
Institutional System	1. Policy: Tends to be selective in the choice of students the school system tries to serve. The college bound student is generally seen as the schools' target population. Students who are not college bound have few options. 2. Budgeting: Direct financing with a limited supply of resources available.	1. The community marginally supports the value of education. Students are expected to measure up to the school and its standards. The responsibility for failure is placed totally on the student.

TABLE 4

TASK UNCERTAINTY LEVELS

		Internal Community	External Community
Technical System	1. Task Definition:	Complex--variability in student learning style is maximized. -high need for group problem solving skills.	1. Child-Rearing: Socialization and [illegible] modes--child's needs must be diagnosed and acted on by the school's educational program. The control ideology of the parent is humanistic.
	2. Product:	Student achievement of basic skills. Student achievement of positive self concept.	
	3. Nature of Interaction:	Staff-Student--control ideology of the staff is humanistic. Staff-staff and staff-principal-staff report the organizational climate as being open.	2. Parent-Teacher Interaction: Parents perceive the staff as being open to the concerns and influence of the parents.
	4. Job Characteristics:	Job fit--expressive orientation with regard to a complex task; stable fit. Job satisfaction--generall high.	
Managerial System	1. Decision Making:	Complex--principal and administrators are diagnostic and flexible in their decision making style.	1. Parent-Principal Interaction: Parents perceive principal as being open to the concerns and influence of the parents.
	2. Control and Coordination of Actors:	Principal works in problem solving manner to fit staff and organizational needs.	2. Parent-School Interaction: Parents perceive the school as being open to the concerns and influences of the parents.
	3. Resource Distribution:	Principal establishes different procedures that fit the concerns and needs of the staff involved.	
	4. Boundary Control:	Open--principal manages boundary in a diagnostic and flexible style.	
Institutional System	1. Policy:	Tends to be universal in the choice of students the school system tries to serve. The education of all students in the community is the mandated responsibility of the public school system.	1. The community values education and strongly supports it. The school is seen as needing to meet the individual needs of students. The responsibility for failure is placed on the organizations inability to adapt to the students educational needs.
	2. Budgeting:	Direct financing with an adequate supply of resources.	

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planned organizational change is to make the school more organic and less mechanistic. Using figures 3 and 4 it is easy to see the various dimensions that need to be addressed in trying to make a school more organic.

Process

The change process describes how the organization is changed from its initial operating state to a new operating state. The change process is best described by its 1) reflective aspect and 2) sequential aspect. The reflective aspect of the change process particularly addresses the psychological aspects of organizational change. The sequential aspect of the change process particularly addresses the contextual aspect of organizational change.

The Reflective Aspect. The reflective aspect of the change process indirectly addresses the old question: "does the ends justify the means?" The position taken is that: "The means need to be congruent with (or reflect) the ends."

Bateson (1976) found that inter-personal communications exists at two levels. The first level is the content level which contains the message. The second level is the command level which refers to what sort of message it is to be taken as, therefore, it defines the context and the relationship between the communicants. The key initial relationship in a planned organizational change effort is the change agent-organization (consultant-client) relationship. If for instance the organization's primary mode of operation is "guiding" (socialization mode) then the interpersonal communications between the actors and participants, and among the actors, will take on a guiding quality at both the

content and command level. The client will seek to replicate this guiding relationship with the consultant. Assuming that the goal of the change effort is to move the organization more towards operating out of the "responding" mode (helping mode) then the consultant's task is to create a responding relationship at both the content and the command level with the client. The consultant's actions at both the content and command level need to reflect the goals of the change effort.*

When the consultant's (or actors) actions at the content and command level are not congruent (i.e., "responding" content message but "controlling" command message) a double bind (Bateson, 1976) situation is created which is very anxious producing for the recipient. In effect the double bind creates a context in which no task certainty exists because of the contradictory nature of the message. The extent to which the consultant can communicate the goals of the planned organizational change effort and act congruently at the content and command level, the more likely the potential for success. If the consultant creates too many double bind situations the project will fail due to extreme frustration and feelings of helplessness on the part of the main actors.

The Sequential Aspect. The sequential aspects of the change process refer to the general steps an organization needs to take in order to bring about planned organizational change. Five general

*This is basically an extension of Wilhelm Reich's (1949) recognition that character resistance is revealed in "how" the client communicates, rather than in the "what" of those communications. Therefore, it is important to first address the form or style of communications before the content.

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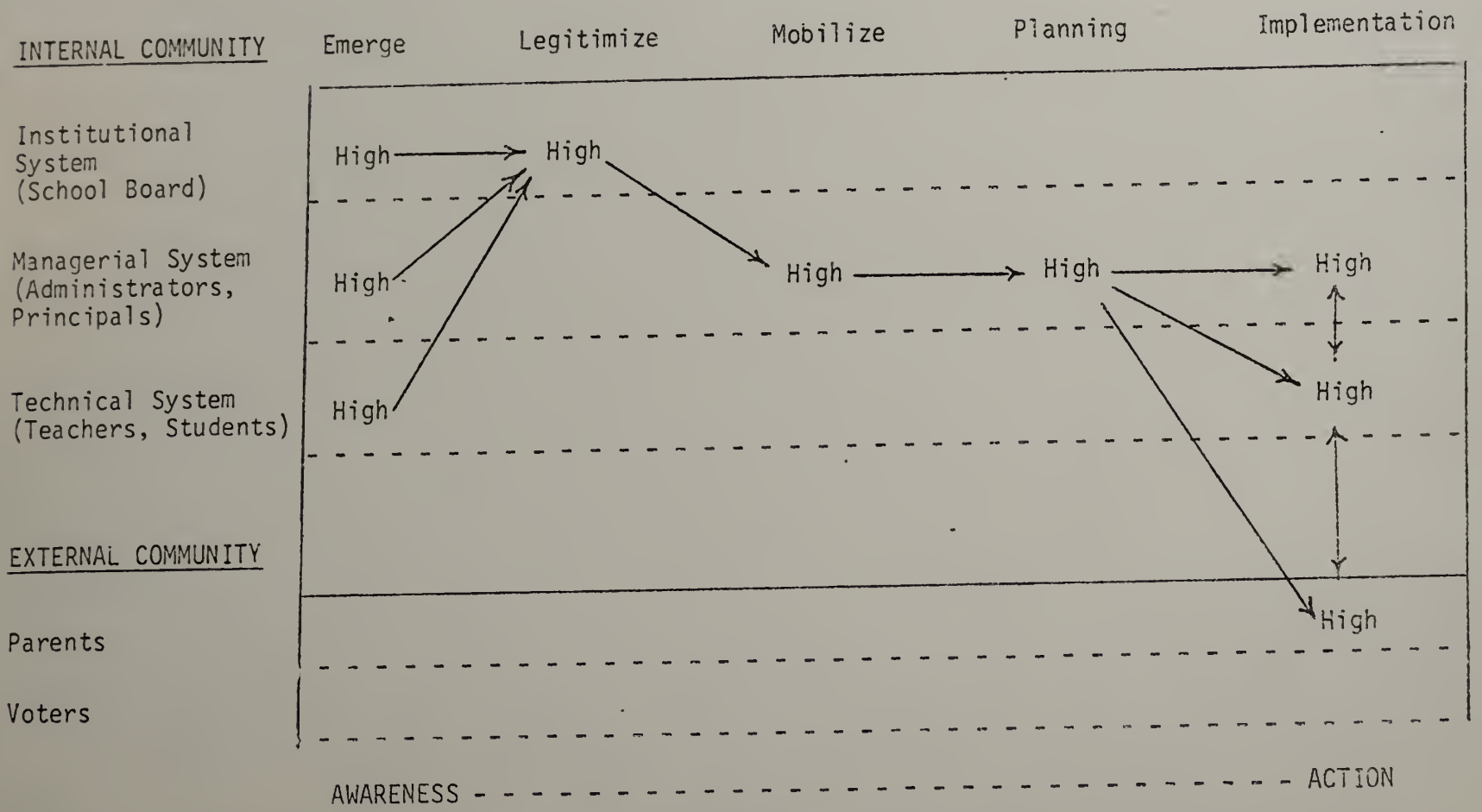

Figure 8. SEQUENTIAL INVOLVEMENT MAP: Levels of Involvement of the Internal and External Community During the Different Sequential Stages of an Internally Motivated Organizational Change Effort.

steps are delineated by Blumer (1971):

> 1) emergence of a social problem, 2) the legitimation of the problem, 3) the mobilization of action with regards to the problem, 4) the formation of an official plan of action, 5) the implementation of the official plan (p. 301).

It is important to work through each step in a manner that reflects the actor-participant relationship the change strategy is hoping to create (helping mode).

Figure 8 is a way of mapping the level of involvement of the internal and external community during the different sequential stages. In order to be congruent with the helping model of parenting it is necessary that the map reflect a process which moves toward the high involvement of the internal and external community during the implementation stage. A critical factor that will alter the map is whether the initial motivation and impetus for change came from the internal community or the external community. When the impetus for change arises from the internal community (see Figure 8) the implementation phase involves a great deal of work preparing and supporting the external community (parents) in an attempt to establish a process by which they can express their needs. This process also needs to respond to the needs of teachers, administrators, students and parents. On the other hand if the motivation for change comes from the external community this process takes place during the emerging stage. In either case the total internal community needs to be involved in the emerging stage. The institutional activity system needs to be most involved during the legitimization stage. The managerial activity system has to be involved during the mobilization and planning stage.

Other activity systems or parts of the external community may also play an influential role during these stages depending on the given situation. Only the critical high level involvement areas have been mapped in figure 8..

It is important to note that the student is included as part of the internal community. In keeping with the helping model students also need to be highly involved when ever the technical system is highly involved. But, the including of parents into the process is an indirect way of assuring that the needs of students are represented. This is especially true for younger students. When considering younger students the map needs to indicate a high level of parent involvement in the implementation stage. But for older students the map needs to indicate a high level of student involvement at both the emerging and implementation stage. The different treatment of students based on age is a statement of our present mistrust, or unwillingness to trust, that students, especially young ones can express what they need in the school setting. The helping mode promotes responding directly to the expressed needs of both young children and young adults, and secondarily to the needs of their parents.

IV. Planned Organizational Change--Summary

Planned organizational change is an attempt to make a mechanistic organization more organic. On an interpersonal level it can be an attempt to move from the socialization mode (guiding) of dealing with human problems to the helping mode (responding). In schools one major strategy for bringing about such a paradigm shift is to re-define the school's primary task, teaching, in a more complex manner. This is not an easy job for it entails dealing with the three activity systems of the organization, the psychological nature of the actors, and the environmental and historical context of the community. The reflective process addresses the psychological issues presented by the main actors. The sequential process addresses the felt needs of the three activity systems. The sequential process also creates a new context supportive of the new mode of operating. The change dimensions address what specific changes need to take place in each activity system. The change dimensions answer the question "What needs to be done?" The change process answers the question "How does one bring about the change goals?" What is clear is that these are not two separate questions but two sides of the same coin. This study has been an attempt to present planned organizational change in a manner that reflects the functional relationships of the organization and the sequential and reflective nature of the change process.

APPENDICES

Included in the appendix is a copy of the cover letters used to address each instrument, and the various instruments and the questionnaire used in the experimental section of this study (pp. 212-266). The following lists each instrument in the order they were presented and gives a reference for scoring and analyzing them:

I. Organizational Climate Description Questionnaire (pp. 387-394)
   -see Halpin and Croft (1962, 1963) for analysis of scores.
   -see Dr. Andrew Hayes, University of North Carolina at Wilmington, P.O.Box 3725, Wilmington, N.C., 28406, for a computer analysis of the OCDQ.

II. Parent-School Communication Questionnaire-revised (pp. 395-398)
   -see Wiener and Rhyne (1975) for scoring and analysis information.

III. Job Satisfaction Blank (p. 399)
   -see Hoppock (1935) for scoring and analysis information.

IV. Pupil Control Ideology (self)(pp. 400,402)
   -see Willower, Eidel and Hoy (1967, 1973) for scoring and analysis information.

V. Pupil Control Ideology (other) (pp. 401-402)
   -see Yuskiewcza and Willower (1973) for scoring and analysis information.

VI. Parent Control Ideology (pp. 403-408)
   -see page 238 for scoring information.

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VI. Parent Control Ideology (pp. 403-408)
   -see page 238 for scoring information.

VII. The Piers-Harris Children's Self Concept Scale

(The Way I Feel About Myself) (pp. 409-412)

-see Piers and Harris (1969) and Rosen (1973) for scoring and analysis information.

VIII. Teacher Interviews (pp. 413-414)

-see Flanagan (1954) and pages 240-244 for information on analyzing and scoring the results.

ORGE F. DISNARD
Superintendent
603 - 542-4701

CHARD F. WALDO
st. Superintendent
603 - 542-2520

SLEY J. ROOKER
acher Consultant
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SUPERVISORY UNION NO. 6

P. O. BOX 893 CLAREMONT, NEW HAMPSHIRE 03743

DISTRICTS:
Claremont
Cornish
Unity
387

Nov. 7, 1977

Dear Staff,

On Monday, Nov. 21, 1977, at 3:30 there will be a meeting of all Claremont elementary school staff. By staff we mean: principals, teachers, aides, librarians and secretaries. This meeting will be held at the Junior High Cafeteria. The staff are being called together in order to complete a short questionnaire. This questionnaire is part of a larger study that Mr. Bristol will conduct this year.

Claremont Elementary School Study

Presently there appears to be a good deal of mixed opinion about what the West Terrace Project is providing students, parents and staff. While the public focus has often been on West Terrace, other schools have also continued to seek quality education. With this in mind, this study is trying to answer a series of questions:

a) Does a difference of some measurable sort exist when comparing West Terrace to other Claremont elementary schools?

b) Assuming there is a difference, what are the differences?

c) What differences do the staff, parents, and students see as helpful in providing quality education?

d) What differences do the staff, parents and students see as getting in the way of providing quality education?

e) How were these positive and negative differences created?

The procedure for answering these questions will be that first all elementary school staff will be asked to complete an organizational climate questionnaire. From the results of this questionnaire and a parent questionnaire, one elementary school to represent all four will be picked (School A). School A and West Terrace will then be the focus of a seires of short questionnaires and interviews.

Organizational Climate Description Questionnaire

The questionnaire you will be asked to fill out is a 64-item, circle-the-number, "Organizational Climate Description Questionnaire." This is a professionally developed questionnaire that has been used in thousands of elementary schools across the nation. You are all familiar with "personality" tests, and how a profile can be constructed to describe an individual's personality. In a similar fashion we are attempting to measure the "personality" of your school. The results of each school's profile will be reported back to the respective school's principal and staff, at which time we will discuss the results. Please note that all individual scores will remain totally anonymous.

A short question and answer period will take place before administering the organizational climate questionnaire. The meeting should not last more than one hour.

Scott Bristol

Scott Bristol
Claremont Elementary School Study

George F. Disnard

George F. Disnard
Superintendent

THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

General Instructions

You are all familiar with "personality" tests, and how a profile can be constructed to describe an individual's personality. In a similar fashion we are attempting to measure the "personality" of your school. It is important that your answers to "independent"; so, please do not discuss your answer with the other teachers.

The items in this questionnaire desdribe typical behaviors or conditions that occur within an elementary school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behiavor, but read each item carefully and respond in terms of how well the statement describes your school.

The descriptive scale on which to rate the items is printed at the top of each page. Please read the marking instructions which describe how you should mark your answers.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they must work. After you have marked the sheet we will examine the behaviors or conditions that have been described as typical by the majority of the teachers in your school, and we will construct from this description, a portrait of the Organizational Climate of your school.

Please answer all questions on your answer sheet as instructed.

MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire:

Teachers call each other by their first name. 1. 1 2 3 4 5

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

In this example the respondent marked alternative 2 to show that the interpersonal relationship described by this item "often occurs" at this teacher's school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

Please mark all naswers to questions on your computer answer sheet. Use a soft lead pencil, mark heavy and dark, within the lines.

NOTE: There is an extra answer slot, number 5, on your answer sheet. Do not use slot 5.

BIOGRAPHICAL INFORMATION

Please record the number that best answers the question for you in the bottom right hand corner of your answer sheet.

1. I work at the following school:
    1. Bluff
    2, Maple Ave.
    3. North St.
    4. West Terrace
    5. Way
2, My position is:
    1. Principal
    2. Teacher
    3. Other
3. My age is:
    1. 20-29
    2. 30-39
    3. 40=49
    4. 50-59
    5. 60 or over
4. Years of experience in education:
    1. 0-9
    2. 10-19
    3. 20-29
    4. 30 and over

BIOGRAPHICAL INFORMATION

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    1. 20-29
    2. 30-39
    3. 40=49
    4. 50-59
    5. 60 or over
4. Years of experience in education:
    1. 0-9
    2. 10-19
    3. 20-29
    4. 30 and over

5. Years at this school:
    1. 0-4
    2. 5-9
    3. 10-19
    4. 20 or over
6. Sex:
    1. Female
    2. Male

5. Years at this school:
    1. 0-4
    2. 5-9
    3. 10-19
    4. 20 or over
6. Sex:
    1. Female
    2. Male

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

1. Teachers closest friends are other faculty members at this school.
2. The mannerisms of teachers at this school are annoying.
3. Teachers spend time after school with students who have individual problems.
4. Instructions for the operation of teaching aids are available.
5. Teachers invite other faculty members to visit them at home.
6. There is a minority group of teachers who always oppose the majority.
7. Extra books are available for classroom use.
8. Sufficient time is given to prepare administrative reports.
9. Teachers know the family background of other faculty members.
10. Teachers exert group pressure on non-conforming faculty members.
11. In faculty meetings, there is the feeling of "lets get things done".
12. Administrative paper work is burdensome at this school.
13. Teachers talk about their personal life to other faculty members.
14. Teachers seek special favors from the principal.
15. School supplies are readily available for use in classwork.
16. Student progress reports require too much work.
17. Teachers have fun socializing together durring school time.
18. Teachers interrupt other faculty members who are talking in staff meetings.
19. Most of the teachers here accept the faults of their colleagues.
20. Teachers have too many committee requirements.
21. There is considerable laughter when teachers gather informally.
22. Teachers ask nonsensical questions in faculty meetings.
23. Custodial service is available when needed.
24. Routine duties interfere with the job of teaching.
25. Teachers prepare administrative reports by themselves.
26. Teachers ramble when they talk in faculty meetings.
27. Teachers at this school show much school spirit.
28. The principal goes out of his way to help teachers.
29. The principal helps teachers solve personal problems.
30. Teachers at this school stay by themselves.
31. The teachers accomplish their work with great vim, vigor, and pleasure.

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

32. The principal sets an example by hard working himself/herself.
33. The principal does personal favors for teachers.
34. Teachers eat lunch by themselves in their classroom.
35. The morale of the teachers is high.
36. The principal uses constuctive criticism.
37. The principal stays after school to help teachers finish their work.
38. Teachers socialize together in small select groups.
39. The principal makes all class-scheduling decisions.
40. Teachers are contacted by the principal each day.
41. The principal is well prepared when he/she speakes at school functions.
42. The principal helps staff members settle minor differences.
43. The principal schedules the work for the teachers.
44. Teachers leave the grounds during the school day.
45. Teachers help select which courses will be taught.
46. The principal corrects teachers' mistakes.
47. The principal talks a great deal.
48. The principal explains his/her reasons for criticism to teachers.
49. The principal tries to yet better salaries for teachers.
50. Extra duty for teachers is posted conspicuously.
51. The rules set by the principal are never questioned.
52. The principal looks out for the personal welfare of teachers.
53. Secretarial service is available for teachers' use.
54. The principal runs the faculty meetings like a business conference.
55. The principal is in the building before the teachers arrive.
56. Teachers work together preparing administrative reports.
57. Faculty meetings are organized according to a tight agenda.
58. Faculty meetings are mainly principal-report meetings.
59. The principal tells teachers of new ideas he/she has run across.
60. Teachers talk about leaving the school system.
61. The principal checks the subject-matter ability of teachers.
62. The principal is easy to understand.
63. Teachers are informed of the results of a supervisor's visit.
64. The principal insures that teachers work to their capacity.

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. Superintendent
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SUPERVISORY UNION NO. 6

P. O. BOX 893 CLAREMONT, NEW HAMPSHIRE 03743

DISTRICTS:
Claremont
Cornish
Unity

395

Nov. 14, 1977

Dear School Parent/Guardian:

Please find enclosed a "Parent-School Communications Questionnaire." We ask that you fill out the questionnaire and mail it back to Mr. Bristol in the enclosed self-addressed envelope.

This questionnaire is part of a "Claremont Elementary School Study." The School Board is supporting this study as part of its continual efforts to provide quality education in Claremont. The results of this questionnaire for your school will be shared and discussed at an open parents' meeting later this winter at your school.

Please remember that individual responses will be kept totally secret.

Scott Bristol

Scott Bristol
Claremont Elementary School Study

George F. Disnard

George F. Disnard
Superintendent

PARENT - SCHOOL COMMUNICATIONS QUESTIONAIRE

Please respond to each of the items below by placing in the proper blank at the left of each item one of the following numbers:

1- This is true always

2- This is true most of the time

3- This is true sometimes

4- This is true infrequently

5- This is never true

Your responses should be on the basis of what you feel is the case at your youngster's school (Bluff, Maple Ave., North St., Way, West Terrace) whether or not you have had direct personal experience with the situation.

FACTOR I
TEACHER-PARENT INTERACTION

____ 1. Teachers see parents as a nuisance.

____ 2. Teachers seem threatened by parents who ask questions.

____ 3. Teachers are friendly and warm in their communications with parents.

____ 4. When I talk with my youngster's teacher, I feel he/she is holding back information I would like to have.

____ 5. If I complain to a teacher about my youngster's negative reaction to his teaching, I am afraid that the teacher will act negatively toward my youngster.

____ 6. Teachers seem to pay attention to parents.

____ 7. After I have met with my youngster's teacher concerning a problem the teacher contacts me with the follow-up information about the situation.

____ 8. Teachers in the school like parents to contact them about their child.

1. This is true always
2. This is true most of the time
3. This is true sometimes
4. This is true infrequently
5. This is never true

FACTOR II
PARENT-PRINCIPAL INTERACTION

____ 1. The principal takes the initiative in contacting parents about school matters.

____ 2. The principal actively supports the parent organization.

____ 3. The principal is willing to listen to negative things I have to say about what's going on in the school.

____ 4. The principal sees parents as a source of help to him/her.

____ 5. I trust the principal to communicate parental concerns to the teachers.

____ 6. The principal only responds to pressure from a group of parents, not to an individual.

____ 7. The principal encourages parents to contact teachers about their children's school activities.

____ 8. The principal always pays attention to parents.

1. This is true always
2. This is true most of the time
3. This is true sometimes
4. This is true infrequently
5. This is never true

FACTOR III
ACCESSABILITY

____ 1. In order for me to see my youngster's teacher, I need only stop in at the office without prior contact and ask.

____ 2. In order for me to see the principal, I need only stop in at the office without prior contact and ask.

____ 3. Most communications from the school are impersonal in tone.

____ 4. If my youngster is having a problem in school, the best way to contact the teacher is in writing rather than by phone.

____ 5. It is difficult to get in touch with a teacher on the phone.

____ 6. My youngster's teacher contacts me personally when his work has been progressing particularly well.

____ 7. I feel that when I talk with my youngster's teacher it makes an impact on him/her.

____ 8. I have no hesitancy at all about contacting a teacher about my youngster's work in school.

____ 9. I feel free to stop and chat with teachers in the school.

JOB SATISFACTION BLANK No. 5 by Robbert Hoppock

You are asked to help in Claremont Elementary School Study by answering the questions in this blank. Neither your employer nor any of your associates will be allowed to see your answers. Your scores will only be reported as a group. Do not put your name on the paper. Your answers will be worthless unless they are perfectly frank and truthful. If for any reason you prefer not to tell exactly how you feel about your job, please return the blank unmarked.

Chose the <u>one</u> of the following statements which best tells how well you like your job. Place a check mark (X) in front of the statement:

___ 1. I hate it.
___ 2. I dislike it.
___ 3. I don't like it
___ 4. I'm indifferent to it.
___ 5. I like it.
___ 6. I am enthusiastic about it.
___ 7. I love it.

Check <u>one</u> of the following to show how much of the time you feel satisfied with your job:

___ 8. All of the time.
___ 9. Most of the time.
___ 10. A good deal of the time.
___ 11. About half the time.
___ 12. Occasionally.
___ 13. Seldom.
___ 14. Never.

Check the <u>one</u> of the following which best tells how you feel about changing your job:

___ 15. I would quit this job at once if I could get anything else to do.
___ 16. I would take almost any other job in which I could earn as much as I am earning now.
___ 17. I would like to change both my job and my occupation.
___ 18. I would like to exchange my present job for another job in the same like of work.
___ 19. I am not eager to change my job, but I would do so if I could get a better job.
___ 20. I cannot think of any jobs for which I would exchange mine.
___ 21. I would not exchange my job for any other.

Check <u>one</u> of the following to show how you think you compare with other people:

___ 22. No one likes his/her job better than I like mine.
___ 23. I like my job much better than most people like theirs.
___ 24. I like my job better than most people like theirs.
___ 25. I like my job about as well as most people like theirs.
___ 26. I dislike my job more than most people dislike theirs.
___ 27. I dislike my job much more than most people dislike theirs.
___ 28. No one dislikes her/his job more than I dislike mine.

No._____

School_____

PUPIL CONTROL IDEOLOGY

INFORMATION

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested in your frank opinion of them.

Your responses will remain confidential, and no individual will be named in the report of this study. Your cooperation is greatly appreciated.

Instructions: Form 1--Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the left of the statement.

Instructions: Form 2--Following are twenty statements about schools, teachers, and pupils. Please indicate how you think the other teachers in your school would score each of these statements. Circle the response that best fits the attitude of the teachers in your school.

Instructions: Form 2--Following are twenty statements about schools, teachers, and pupils. Please indicate how you think the other teachers in your school would score each of these statements. Circle the response that best fits the attitude of the teachers in your school.

PUPIL CONTROL IDEOLOGY developed by D.J.Willower

SA- Strongly agree
A - Agree
U - Undecided
D - Disagree
SD- Strongly disagree

SA A U D SD 1. It is desirable to require pupils to sit in assigned seats during assemblies.

SA A U D SD 2. Pupils are usually not capable of solving their problems through logical reasoning.

SA A U D SD 3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.

SA A U D SD 4. Beginning teachers are not likely to maintain strict enough control over their pupils.

SA A U D SD 5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.

SA A U D SD 6. The best principals give unquestioning support to teachers in disciplinning pupils.

SA A U D SD 7. Pupils should not be permitted to contradict the statements of a teacher in class.

SA A U D SD 8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.

SA A U D SD 9. To much pupil time is spent on guidance and activities and too little on academic preparation.

SA A U D SD 10. Being friendly with pupils often leads them to become too familiar.

SA A U D SD 11. It is more important for pupils to learn to obey rules than that they make their own decisions.

SA A U D SD 12. Student governments are a good "saftey valve" but should not have much influence on school policy.

SA A U D SD 13. Pupils can be trusted to work together without supervision.

SA A U D SD 14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.

SA A U D SD 15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.

SA A U D SD 16. A few pupils are just young hoodlums and should be treated accordingly.

SA A U D SD 17. It is often necessary to remind pupils that their status in school differs from that of teachers.

SA A U D SD 18. A pupil who destroys school material or property should be severely punished.

SA A U D SD 19. Pupils cannot perceive the difference between democracy and and anarchy in the classroom.

SA A U D SD 20. Pupils often misbehave in order to make the teacher look bad.

Form___

No.____

School_____

PUPIL CONTROL IDEOLOGY developed by D.J.Willower

SA- Strongly agree
A - Agree
U - Undecided
D - Disagree
SD- Strongly disagree

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SA A U D SD 20. Pupils often misbehave in order to make the teacher look bad.

Form___

No.____

School_____

ORGE F. DISNARD
Superintendent
603 - 542-4701

CHARD F. WALDO
aL Superintendent
603 - 542-2520

SLEY J. ROOKER
acher Consultant
603 - 543-3233

SUPERVISORY UNION NO. 6

P. O. BOX 893 CLAREMONT, NEW HAMPSHIRE 03743

DISTRICTS:
Claremont
Cornish
Unity

403

May 22, 1978

Dear Parents,

You and your child have been selected to participate in the Claremont Elementary School Study. This study is trying to improve the quality of our elementary schools. Your cooperation is extremely important to the success of this study.

This study involves you in two ways:

1. First of all you are requested to sign and return the enclosed permission slip (see next page).

2. Secondly, you will be contacted in the near future by Mr. Scott Bristol to answer a few questions about your attitude towards your child's learning.

The results from the individual interviews will be kept strictly confidential. Only group scores will be reported. Thank you for your time and cooperation.

Sincerely yours,

Superintendent of Schools

Scott Bristol

Claremont Elementary School Study

ORGE F. DISNARD
Superintendent
603 - 542-4701

CHARD F. WALDO
st. Superintendent
603 - 542-2520

ESLEY J. ROOKER
eacher Consultant
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SUPERVISORY UNION NO. 6

P. O. BOX 893 CLAREMONT, NEW HAMPSHIRE 03743

DISTRICTS:
Claremont
Cornish
Unity

404

Dear Parent,

As part of the Claremont Elementary School Study we plan to give to a number of students the Piers-Harris Self Concept Scale. This is a 20-minute questionnaire that measures how the child feels about himself/herself in relation to school. The scores of these questionnaires will be used only for this study. They will not become part of the child's school record. Individual scores will be kept confidential and only group scores will be reported in the study. Your signed permission is needed in order to complete this part of the study. If you have any questions please feel free to call 542-4701 and ask for Mr. Bristol. Thank you for your cooperation.

I hereby give my permission that my child, _____, may be given the Piers-Harris Self Concept Scale as part of the Claremont Elementary School Study.

signed _____

PARENT CONTROL IDEOLOGY INTERVIEW

Hello, Mrs/Mr_____

My name is Scott Bristol, I'm calling for the Claremont Public Schools. You may remember having received a latter from me.

-Thank you for returning the letter so quickly.
-Did you get my letter? It's important that you sign and return the letter to me. Would it help if I sent you another copy?

Why I'm calling you today is that I wans to spend 10-15 minutes asking you a few questions about your child and school. Is this a good time to talk?

-no: When should I call back?
-yes: Good, let me first read you the general instructions.

General Instructions: During this interview I will read to you 20 statements about teaching your child. I'm trying to gather information regarding your attitude to these statements.

You will recognize that the statements I'll read to you are of such a nature that there are no correct or incorrect answers. This study is interested only in your frank opinion of these statements.

Your responses will remain confidential and no individual will be named in the report of this study. Your cooperation is greatly appreciated.

Specific Instructions: I will read 20 statements about your child and school. After each statement there are five possible answers:

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

I will read each question and ask you to select the answer that best describes your attitude. If I'm reading too fast or if you are unclear about any statement please stop me and I will repeat the statement.

Questions???????

Ready, the first statement is:. . . . . .

PUPIL CONTROL IDEOLOGY--PARENT QUESTIONNAIRE

1. _____ should be requested to sit in his/her assigned seat during assemblies or special events when two or three classes meet together.
2. _____ is usually not capable of solving his/her problems through logical reasoning.
3. Directing sarcastic remarks toward _____ when he/she is defiant is a good disciplinary technique.
4. A beginning teacher is not likely to maintain strict enough control over _____.
5. _____'s teacher should consider revising his/her teaching methods if _____ and other students criticize these methods.
6. The best principals give unquestioning support to the teacher when the teacher wants to discipline _____.
7. _____ should not be permitted to contradict the statements of his/her teacher in class.
8. It is justifiable to have _____ learn many facts about a subject even if these facts have no immediate application/
9. To much of _____ time in school is spent on guidance and activities and too little on academic preparation.
10. If a teacher is friendly with _____ it will lead _____ to become too familiar with the teacher.
11. It is more important for _____ to learn to obey rules than that he/she learn how to make his/her own decisions.
12. Student governments are a good "safety valve" but should not have much influence on school policy.
13. _____ can be trusted to work together with other students without supervision.
14. If _____ uses obscene or profane language in school, it must be considered a moral offense.
15. If _____ is allowed to use the lavatory without getting permission, he/she will abuse this privilege.

16. _____ is just a young hoodlum and should be treated accordingly.

17. It is often necessary to remind _____ that his/her status in school differs from that of teachers.

18. If _____ destroyed school material or property he/she should be severely punished.

19. _____ cannot perceive the difference between democracy and disorder in a classroom.

20. _____ oten misbehaves in order to make the teacher look bad.

PARENT CONTROL IDEOLOGY INTERVIEW
DATA SHEET

Child's Name:_____
School_____ Grade_____ Date_____
Parent's Name_____ Phone_____

	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree	
1.	SA	A	U	D	SD	1._____
2.	SA	A	U	D	SD	2._____
3.	SA	A	U	D	SD	3._____
4.	SA	A	U	D	SD	4._____
• 5.	SA	A	U	D	SD	5._____
6.	SA	A	U	D	SD	6._____
7.	SA	A	U	D	SD	7._____
8.	SA	A	U	D	SD	8._____
9.	SA	A	U	D	SD	9._____
10.	SA	A	U	D	SD	10._____
11.	SA	A	U	D	SD	11._____
12.	SA	A	U	D	SD	12._____
• 13.	SA	A	U	D	SD	13._____
14.	SA	A	U	D	SD	14._____
15.	SA	A	U	D	SD	15._____
16.	SA	A	U	D	SD	16._____
17.	SA	A	U	D	SD	17._____
18.	SA	A	U	D	SD	18._____
19.	SA	A	U	D	SD	19._____
20.	SA	A	U	D	SD	20._____

score: _____

Comments:

THE WAY I FEEL ABOUT MYSELF

NAME . . . . . .

AGE . . . . . GIRL OR BOY . . . . . .

GRADE . . . . . SCHOOL . . . . . .

DATE . . . . . .

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me . . . . . yes no
2. I am a happy person . . . . . yes no
3. It is hard for me to make friends . . . . . yes no
4. I am often sad . . . . . yes no
5. I am smart . . . . . yes no
6. I am shy . . . . . yes no
7. I get nervous when the teacher calls on me . . . . . yes no
8. My looks bother me . . . . . yes no
9. When I grow up, I will be an important person . . . . . yes no
10. I get worried when we have tests in school. . . . . yes no
11. I am unpopular . . . . . yes no
12. I am well behaved in school . . . . . yes no
13. It is usually my fault when something goes wrong . . . . . yes no
14. I cause trouble to my family . . . . . yes no
15. I am strong . . . . . yes no
16. I have good ideas . . . . . yes no
17. I am an important member of my family . . . . . yes no
18. I usually want my own way . . . . . yes no
19. I am good at making things with my hands . . . . . yes no
20. I give up easily . . . . . yes no

21. I am good in my school work . . . . . yes no
22. I do many bad things . . . . . yes no
23. I can draw well . . . . . yes no
24. I am good in music . . . . . yes no
25. I behave badly at home . . . . . yes no
26. I am slow in finishing my school work . . . . . yes no
27. I am an important member of my class . . . . . yes no
28. I am nervous . . . . . yes no
29. I have pretty eyes . . . . . yes no
30. I can give a good report in front of the class. . . . . yes no
31. In school I am a dreamer . . . . . yes no
32. I pick on my brother(s) and sister(s) . . . . . yes no
33. My friends like my ideas . . . . . yes no
34. I often get into trouble . . . . . yes no
35. I am obedient at home . . . . . yes no
36. I am lucky . . . . . yes no
37. I worry a lot . . . . . yes no
38. My parents expect too much of me . . . . . yes no
39. I like being the way I am . . . . . yes no
40. I feel left out of things . . . . . yes no

41. I have nice hair . . . . . yes no

42. I often volunteer in school . . . . . yes no

43. I wish I were different . . . . . yes no

44. I sleep well at night . . . . . yes no

45. I hate school . . . . . yes no

46. I am among the last to be chosen for games . . . . . yes no

47. I am sick a lot . . . . . yes no

48. I am often mean to other people . . . . . yes no

49. My classmates in school think I have good ideas . . . . . yes no

50. I am unhappy . . . . . yes no

51. I have many friends . . . . . yes no

52. I am cheerful . . . . . yes no

53. I am dumb about most things . . . . . yes no

54. I am good looking . . . . . yes no

55. I have lots of pep . . . . . yes no

56. I get into a lot of fights . . . . . yes no

57. I am popular with boys . . . . . yes no

58. People pick on me . . . . . yes no

59. My family is disappointed in me . . . . . yes no

60. I have a pleasant face . . . . . yes no

CLAREMONT ELEMENTARY SCHOOL STUDY: TEACHER INTERVIEW

In this part of the Claremont Elementary School Study I'm trying to clarify what teachers see as their primary purpose. I'm also interested in what they experience about their job that assists in helping them complete their primary task, and what hinders them at completing their primary task.

Questions:

1. What would you say is your primary purpose as an elementary school teacher?

2. In a few words, how would you summarize the general aim of your work as an elementary school teacher?

Numerous factors effect your ability to satisfactorily perform your primary task as a teacher.

3. List at least five factors that are characteristic to your job at B/WT that you experience as helping you perform your job as a teacher. Number the top two most important factors.

4. List at least five factors that are characteristics to your job at B/WT that you experience as hindering or blocking you from performing your job as a teacher. Number the top two most important factors.

TEACHER INTERVIEW

Date_____

Name_____

Grade_____ School_____

1. What would you say is your primary purpose as an elementary school teacher?

2. In a few words, how would you summarize the general aim of your work as an elementary school teacher?

3. List at leave five factors that are characteristic to your job at B/WT that you experience as helping you perform your job as a teacher. Number the top two most helpful factors.

4. List at least five factors that are characteristic to your job at B/WT that you experience as hindering or blocking you from performing your job as a teacher. Number the top two most blocking factors.

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